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The Catholic School Journal

For Pastors and Teachers.

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School Visiting for Teachers---Points for Observation.

By A CATHOLIC TEACHER.

Observation visits to other schools is a practice steadily growing in favor with our most successful teachers. Next to the constant and careful reading of a good professional publication, (which, for us, must now mean The Catholic School Journal), it is the means most to be commended to teachers who would improve and develop, thereby increasing their power and efficiency in the class room. In the public schools of many cities, teachers are allowed a number of visiting days during the year, and in some cities they are required to make such visits and report their observations.

No teacher can fail to obtain many valuable hints, even from a most casual visit. They may come to her positively, in the recognition of a good method or idea; or they may come negatively, in noting defects and mistakes to be avoided. But with intelligent directions as to the many pedagogical points that might be observed, teachers may obtain from these visits an unlimited amount of good. The following is a list of some of the things that may be noted when visiting classes in other schools:

- Did the teacher know the subject?
- Did she present it in a logical manner?
- Did the teacher have a definite aim?
- Were the questions clear, concise and of a nature to demand clear thinking on the part of the pupils?
- What proportion of the work was "telling" and what proportion was "teaching?"
- What, in general, was the relation of teacher and class?
- Did all pupils take part in the exercises?
- Was the lesson assigned completed?

Was a summary of salient points made at the close of the recitation by some other member or members of the class?

How much time was devoted to the assignment of the next lesson?

Was the assignment definite?

Did the pupils see the relation between the recitation of today and the lesson of tomorrow?

Did the teacher display earnestness, sympathy, tact and force?

Did the teacher hold the attention of the pupils?

Was the teacher apt in illustration?

Did the teacher use time economically?

Did the pupils use time economically?

Was correct English used or insisted upon throughout the recitation?

What was the practice of the teacher in correcting errors of any kind?

How did the teacher govern that part of her class not engaged in the recitation?

Did the teacher inspire her pupils?

How did the general conditions conduce to good work?

Would you like to be a pupil in the class visited?

For our own teachers there are available, in the cities, the parochial schools conducted by other religious orders, and the public schools. There is advantage in visiting both. Besides the making of observations, as above suggested, there is for us the necessity of knowing the grade conditions of our neighboring parochial and public schools, so that we may better place the pupils coming from them.

Cardinal Martinelli Sends Good Wishes to The Catholic School Journal.

HIS Eminence Most Rev. Sebastian Martinelli, Apostolic Delegate to the United States, who has been receiving THE JOURNAL, sends the following letter of good wishes for the New Year:

WASHINGTON, D. C., Jan. 8, 1902.

To the Editor of The Catholic School Journal,

Milwaukee, Wis.:

DEAR SIR:—I have received copies of THE CATHOLIC SCHOOL JOURNAL, and hasten to thank you most sincerely for the kindness.

I wish you success in your good enterprise.

With respects, I am, Dear Sir,

Yours truly,

SEBASTIAN CARD. MARTINELLI,

Pro. Del. Ap.



Photo, copyright, by F. Gutekunst, Philadelphia.
CARDINAL MARTINELLI.

Practical Hints on Commercial Course Work.

By PROF. J. A. LYONS, President National Commercial Teachers Federation.



THE necessity of industry must be impressed on the commercial student from the very beginning of the course, if a successful office career is to be expected. One who enters upon commercial course work, imbued with the idea that stenography and its concomitant branches afford a royal road to an easy existence, will never reach any success until the error has been discovered and corrected.

Tact is the application of common sense to knowledge of human nature, and is necessary in all our relations with our fellow-beings, if we would move with as little friction as possible. It is of vast importance to the stenographer, who must come in contact with natures of every type, and whatever opportunities offer for its cultivation should be embraced. Throughout one's course of study and office career an active use or exercise should be made of what some have called "gumption," and what for want of a better term, I call common sense. I use the term in its generic sense. It is a sort of thoughtfulness, a presence of mind that weighs all statements and is not content to let them pass as valid unless they square with known principles and facts.

Dictation and Common Sense.

Let me give an illustration of one who did not possess it: Several years ago a friend entered our office and gave me the name of one of his friends who had two daughters whom he wished to place in a business school. I was advised to write him, send him some of our advertising literature and was given permission to use the name of my informant. I called a girl from the shorthand class and began about as follows: Our mutual friend, Mr. A, advises me you have two daughters whom you wish to place in some reliable business school. I would respectfully call your attention to the Metropolitan, etc. When the letter came back, it ran about as follows: "Our mutual friend, Mr. A, advises me you have two dollars which you wish to invest to in a reliable business school. I would respectfully call your attention to the Metropolitan, etc." Whether this was her estimate of the value of the school and its property, I was too surprised to inquire.

Another time I dictated a letter to a "trained stenographer and type-writer," in which the word "home-maker" occurred. "A compound word," I said, seeing her pause. "Separate 'home' and 'maker' by a hyphen." When I read the copy I found "home hifen maker."

The Cause of Poor Transcripts.

These are but samples of the many ludicrous transcripts that have come to my notice. What are the causes for these mistakes? They may be accounted for in certain cases by a lack of positiveness in reading the notes, but more often I am inclined to believe they are caused by a lack of the application of common sense. The finished product should never be turned in until it is read carefully. If each and every sentence does not make good sense and square with known facts and principles, it should be sufficient to convince the stenographer that she has made an error, either in her notes or in her transcription. This question involves almost the whole field of inquiry as to the qualifications and attainments of the really competent stenographer, and particularly of her knowledge of words and her general store of information.

What Marion Harland Says.

Apropos to this, Marion Harland in a recent letter appearing in a Chicago paper has the following to say: "Really skilled stenographers are few, even in this day.

An educated woman, who can write her mother tongue grammatically, to whom he who dictates is not obliged to explain classical allusions and other matters unknown to the illiterate; one who catches at and gracefully interprets his meaning; who spells, punctuates and paragraphs properly—is so rare a treasure that she can hardly be said to be the rival of the average shorthand writer and copyist. There is always room at the top. Such a one makes a profession for herself. It ceases to be a trade in which there are many competitors."

The Commodity of the Stenographer.

On the subject of a stenographer's English education much may be said. Certain it is that too great attention cannot be given it. The equivalent of a good high school course I consider absolutely essential to the highest success. A stenographer's knowledge of English should be complete, accurate and ready. Words individually and in relation to other words are the commodity in which she deals. An accurate and ready knowledge of technical grammar is a *sine qua non*. I believe I may safely say that a majority of business men, in the hurry of dictation, do not all times use correct English, and yet wish their correspondence to have that polish and finish which of itself gives a favorable impression. It may be simply a change from the adjective to the adverbial form of the word, or the substitution of a singular verb for the plural form, yet the stenographer's eye and ear should be quick to detect all such errors. Her knowledge of the rules of grammar should be such that she can apply them without hesitation. In correcting such errors she need take no license with the language in general, unless instructed so to do. Rare is the business man who will not be thankful for the correction; and if called to his attention with proper tact, it will cause him to appreciate more highly the value of the stenographer's services, and rely upon her knowledge and care as worthy of his confidence.

Good Correspondents in Demand.

In some offices the demand is for a stenographer, who, when once familiar with the business and the traditions of the office, can construct the reply to letters of inquiry. The ability to do this acceptably, implies a knowledge of ordinary commercial usages and terms as well as the power to compose clear and forceful English. The future stenographer should take every opportunity to write upon assigned subjects; it will strengthen almost every faculty upon which her future work will draw, widen her mental vision, and give her a facility and fluency in the use of language that cannot be obtained in any other way. It will require preparation, the consultation of authorities and books of reference, thus increasing her fund of general information; at the same time give her much needed discipline in connected and continuous thought.

Punctuation and Spelling.

What shall we say of punctuation? The grammar and language are very largely the dictators, but the punctuation and spelling are entirely the stenographer's. It seems needless to say that her working knowledge of these subjects should be as nearly perfect as possible. This is her peculiar domain. In such matters, she is supposed to be an expert, to whom the layman may look for advice. What would you think if you were to ask a druggist concerning a drug in common use, and he told you that he was not familiar with it? Would you not lose confidence in him at once? Would you not suspect that if he were ignorant of this thing, he probably was ignorant of many other things he should know, and refuse to longer employ him? Yet a knowledge of drugs is no more a part of his business than a knowledge of grammar, spelling, punctuation, pronunciation, use and meaning of words is a necessary part of an amanuensis. This knowledge, as we have said, should exceed that of

the ordinary layman and goes far to justify the statement previously made, that in respect to them the stenographer should be the best posted person in the office.

Dictionary Habit Should Be Cultivated.

Along with exercises in composition, I would early endeavor to acquire the dictionary habit. The meaning of the diacritical marks should have attention, for on the pronunciation depends, in many cases, the correct shorthand outline. The dictionary habit I consider an education in itself. Experience seems to show that is not

natural, but like a taste for olives, it must be acquired. I have known many pupils with a dictionary at hand to prefer to inquire of the teacher for the spelling or meaning of a word. A daily reference to the dictionary will, in time, largely increase both the reading and speaking vocabularies, and make knowledge of words, their use, meaning and pronunciation accurate and discriminating. I know of nothing I would urge on the ordinary class in shorthand with more fervor than to acquire early the dictionary habit.

Religious Training for the Very Young.

By MARGARET T. McCABE, Boston.



THE object of the first or beginning course in religious instruction should be to familiarize the child with the acts and formulated prayers, and also to establish in the mind a helpful ideal of God, as the Creator and as the Saviour of mankind.

Naturally, we must present to him an idea of the Father and Son, to Whom he is to address his prayers. This at once suggests story-telling and the free use of pictures. What ideal of God do we wish to give the young child? What is to be the most helpful to him at his period of his childhood? It ought to be brought as close to his daily life as is possible. We might present an ideal of God, as the Creator of so many marvelous things in the world about him; Who, while beautiful in character is without the weaknesses of a goody-goody; a Friend Who rejoices when he is glad; Who is pained when he is grieved; One Who all silently applauds the childish victory over selfishness, disobedience or laziness. First in our series of stories or talks to be illustrated with pictures, would come the history of creation, adapted so that it may be understood, as far as the childish mind is capable of appreciating such an immense subject.

It seems to me that the observation and study of Nature must necessarily follow as God's handiwork. And it is here that we are able to secure so much evidence for the child of God's mysterious power and care for all His creatures. There are numberless stories and songs about Nature which are fascinating in themselves. Children are always eager to notice which phase of the moon is out; to find objects in the sky which are made by stars; the clouds, rain, hail and snow all delight them.

Plants and animals appeal to all the little folks, and to study the nurture of one and the life of the other seems the easiest method of presenting an idea of the Infinite Wisdom of the Father. A superficial knowledge of the instinct which prompts the bird to build the kind nest best suited to its needs, which impels the bee and squirrel to gather food long before the winter season begins, gives the child a clearer notion of God's admirable forethought than any amount of sermonizing could possibly do. If the presence of the tiny plant in the seed is still wonderful to us, how much more must it appeal to the little folks, whose eyes have yet to be opened to the evidences of God about them in their daily lives. There are so many beautiful talks and stories about plants and animals, that I have no space to mention them. There are a few books here, however, which you might like to examine. In our talks about God, the Father, we are careful to bring before the child's mind the fact that it was only through the consent and acquiescence of the Father that the Divine Saviour came down upon earth to show mankind how to live.

It is very hard to speak as carefully and reverently of my subject as I would like, and yet analyze it even crudely enough for you to get any suggestion from it.

The history of Christ's birth and His whole life is rich with incidents, which can be readily made suitable for

our pupil. For narration purposes Christ's life may be divided into three epochs: His birth, boyhood and manhood. I have here a very adequate sequence of Mr. Perry's penny pictures for illustration.

The coming of the Babe Jesus in the midst of poverty and peculiarly unfit surroundings; the moving story of the adoration of the shepherds clothed in the uncouth skins of beasts; the loneliness of Mary and Joseph, is an ever new and enjoyable story to the child. And what traits of character in the little Christ do we wish to emphasize for the emulation of our own pupil? What is our own idea of a good child, with our present knowledge? Probably one who is ever busy, kind, obedient and cheerful. By a busy child I do not mean one who is doing some form of work, all the time. The serious business of young childhood is play, and it is part of our duty to appeal to him through his love of play.

Then we should naturally select such incidents from Christ's babyhood, which, told in story form, would bring out these qualities which are necessary in a good child, and which God, as the model child, must have possessed.

Treating the boyhood and manhood of our Saviour in this manner, our pupil must necessarily receive some idea at least of the kind of life which Christ led upon earth; and form some conception of the character which is to be the standard, by means of which he to judge his own conduct.

Meanwhile, the acts and formal prayers are not to be overlooked. They are but the natural result of a knowledge of God. They ought to be the outward expression of the feeling which the little one has acquired for his Creator and Saviour. If they remain just so many tiresome words to be committed to memory, then we have failed lamentably in the task we set ourselves to accomplish.

I think you will agree with me in believing that little children at least need many props to help them attain the end they have in view. Little cards or pictures might be an attractive reward for real effort in observing and learning. The stories, talks, pictures and songs used, and the amount of time allotted to each should be arranged for by program.

A MIDNIGHT VISIT.

*In fitful gleams the moonlight streams
Through chancel windows quaint and olden;
With lucent wave it floods the nave,
And glorifies the altar golden;
Then fades, and darkness rules the night
Save where the lamp of deathless light
Shines clear before the white-veiled door
That guards the Presence evermore.*

*The while we kneel in mute appeal,
Of awe and love and worship blended,
The shadows roll from off our soul,
All care is gone, all strife suspended;
For from the Tabernacle flows
A flood of grace that drowns life's thought,
His peace is ours; all else is naught.
—Rev. A. B. O'Neill, C. S. C., in The Ave Maria.*

THE TEACHING ORDERS

AND THEIR FOUNDERS

HISTORICAL SKETCH SERIES

Mother St. John Fontbonne,

Order of Sisters of St. Joseph.

THE congregation of the Sisters of St. Joseph was established in the city of Le Puy, in Velay, on the feast of the Seraphic Virgin, St. Theresa of Jesus, Oct. 15, 1650, by the illustrious and venerated Mgr. Henry de Maupas, Bishop of that city, at the suggestion of Rev. John Paul Medaille, a celebrated missionary of the Society of Jesus.

The French Revolution, which spread devastation in the Church, did not spare the Congregation of St. Joseph. Its houses were pillaged; all the records destroyed or carried off; the religious thrown into prison, some, indeed, made to pay with their lives for the honor of being spouses of Jesus Christ.

But no sooner did the Church begin to revive on the soil of France than the religious of St. Joseph, from their various hiding places, began once more to assemble in small colonies. Up to the time of their dispersion, the different houses of the Congregation had been like those of the Visitandines, independent of one another. But however well adapted autonomy might be for cloistered convents, for religious engaged in active, extern duties it was found wholly unsuitable, especially in the new state of affairs. Hence the communities were reconstructed and were required, first under the authority of Archbishop Fesch, later under a decree of Napoleon I., to have some central or Mother House that would be responsible before the government for the secondary houses affiliated with it.

Of the reconstructed communities those of Lyons (first assembled at St. Etienne) in 1809; Clermont, 1809; Chamberg, 1812; Le Puy, 1815; Bourg, Gap, Bordeaux, Annecy and Montier, in rapid succession. In 1836, at the request of Mgr. Joseph Rosati, first bishop of St. Louis, and at the pressing instance of the Countess de la Rochejaguelin, six Sisters were sent from Lyons to America and opened the first American convent in Carondelet, near St. Louis. From that house, as from a fruitful tree, numerous branches have spread throughout America. It has now four provinces—St. Louis, St. Paul, Troy and Arizona, with 98 educational establishments, seven hospitals, about 1,300 religious, 36,000 pupils and numerous sodalities with a membership of nearly 16,000.

Early Life of the Foundress.

The Rev. Mother Saint John, foundress and superior-general of the Sisters of St. Joseph of Lyons, was born March 3, 1759, at Basen-Basset, a little town of Velay, France. Her name in the world was Jeanne Fontbonne. She and her sister Marguerite entered religious life in St. Joseph's convent at Monistrol, in 1779. Marguerite in religious life was known as Sister St. Teresa; Jeanne as Sister St. John. Mother St. Francis, who presided over this convent, was their aunt. Mother St. Francis trained her nieces by severe and vigorous discipline, so that they became possessed of strong, valiant, soldier-like souls.

Having been placed later at the head of the schools at Monistrol, Sister St. John displayed qualities that won for her the love and veneration of her pupils and their families. When her aunt, Mother St. Francis, again became Superior at Bas, Sister St. John was placed in charge of the house at Monistrol.

As stated, the members of the various religious bodies in France were dispersed during the Revolution. St. Joseph's Convent at Monistrol was besieged by a furious mob and the Sisters driven out. Mother St. John and Sister St. Teresa retired to their father's residence. During the Robespierre regime they were loaded with chains and im-

prisoned at St. Didier. They were only saved from the scaffold by the fall of Robespierre.

In 1807 Mother St. John took charge at St. Etienne. After nine years at the latter place she became the Mother General of the Congregation, with headquarters at Lyons. The great work of the restoration and unification of the Congregation of the Sisters of St. Joseph conceived, decided and decreed by the ecclesiastical superior, was carried out and happily consummated by Mother St. John.

Establishment of First American Home.

In 1843, November 22, she died, aged 84 years. She founded in her lifetime 200 houses of the Congregation over which she presided, without counting the numerous colonies which went forth from the same source to distant lands. In 1834 she was earnestly entreated to send a colony of her daughters to America. Unwilling to impose on any of her children an exile so complete, a sacrifice so heroic and a mission so full of peril, the superior contented herself in making an appeal to their zeal and good will. At the close of her appeal many of the Sisters offered themselves, among them being her two nieces, Sister Febronia and Sister Delphine. As finally made up the little band of missionaries to St. Louis comprised Sisters Febronia and Delphine Fontbonne, Sister Febronia Chapellon, Sister St. Protas and Sisters Marguerite and Philomene.

Sister Febronia Fontbonne was appointed Superior by Rev. Father Cholleton. As Bishop Rosati had begged for priests also, Rev. Father Fontbonne, brother of the two sisters mentioned above, with two seminarians, joined the little colony, of which he was appointed director and spiritual guide.

THE ATTITUDE OF THE TEACHER.

By Sister Mary Josephine.

The child leaves the home environment of love and protection to enter that of the schoolroom. What is the attitude of the teacher towards the little stranger? Is it that of the Master who said "Suffer the little ones to come unto me?" Love begets love and the teacher who really puts heart into her relations with the children will in turn win their affection. Shakespeare says "What I admire most in woman is her affection" and it is affection that anchors the heart to home and country. Let us then bring out the affectionate qualities of the children—they all have love in their composition—but are in many instances, timid and diffident in revealing themselves.

Then let us treat these little ones with uniform courtesy and respect. It is surprising how readily and gratefully children respond to kindness. In conclusion, it is well to remember that children learn more from example than from precept and are great imitators, and that the teacher is thus in a way a model for these little people.

CATHOLIC SCHOOLS OF ENGLAND.

The number of Catholic schools inspected by the board of education during the past year was 1,052. These schools provide accommodation for no less than 397,532 scholars, whilst the average number in attendance was 255,124. No less than 933 of these are free schools, whilst 108 more are in receipt of the free grant and charge fees, which only in the case of 1,872 children exceed three pence a week.

The annual income of our schools for maintenance only amounted £255,144, the free grant of £127,832, the aid grant of £79,491, and the voluntary contributions of our people which amounted to £81,181. Our total expenditure for the same object was £572,555.

The rate of expenditure per scholar in average attendance at our schools was £2 4s 4d, and the average rate per head of annual grant earned by children was £1 2½d. This is only ten pence below the average grant per head earned by the scholars in board schools, whose education costs £2 17s 8d.—*English Exchange.*

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THE CATHOLIC SCHOOL JOURNAL CO.,

Evening Wisconsin Building,

Thomas A. Desmond, Manager. MILWAUKEE, WIS

"Let there be progress, therefore; a widespread and eager progress in every century and epoch, both of individuals and of the general body, of every Christian and of the whole Church, a progress in intelligence, knowledge and wisdom, but always within their natural limits and without sacrifice of the identity of Catholic teaching, feeling and opinion,"—St. Vincent of Lerins, *Commons*, c. 6.

RELIGIOUS EDUCATION—CARDINAL GIBBONS.

It is not enough for children to have a secular education; they must receive also a religious training. Indeed, religious knowledge is as far above human science as the soul is above the body, as heaven is above earth as eternity is above time. The little child that is familiar with the Christian catechism is really more enlightened on truths that should come home to every rational mind, than the most profound philosophers of Pagan antiquity, or even many of the so-called philosophers of our times. He has mastered the great problem of life. He knows his origin, his sublime destiny, and the means of attaining it, a knowledge that no human science can impart without the light of Revelation.

More Commendations from the Hierarchy.

"The Catholic School Journal is a timely publication of great value for pastors and teachers. It deserves the encouragement of all the friends of Catholic education."

(Rt. Rev.) James Schwebach, Bishop of LaCrosse, (Wis.)

"I gladly give my approbation to the excellent Catholic School Journal, so useful to all those who are interested in the education of our Catholic youth. I hope it will receive the support it deserves."

(Rt. Rev.) Frederick Eis, Bishop of Marquette, (Mich.)

"There is a place for your paper and it should be well supported."

(Rt. Rev.) John J. Hennessy, Bishop of Wichita, (Kans.)

... In all branches of business the highest price is paid for intelligent supervision. The man who can direct the labors of a hundred others and inspire them to do their best work, is worth the salaries of ten or more of them. The faculty of command must be inborn. Some supervisors only irritate and hector. They are not appreciative and not capable of getting the best out of their teachers.

* * *

... It is often a matter of temperament quite beyond individual control, an incompatibility of nerves that no rules can affect. A good and earnest man at the head of a school may do more harm than he knows by manner and attitude. The man under whom teachers feel comfortable, who is a leader rather than a driver, is apt to get best results.

* * *

... THE outlining of courses of study, and more than this, the making of such outlines complete in detail and specific, the direction and suggestion regarding methods of teaching and methods of drill, the supervision which

aims to enforce compliance with such outlines and suggestions, which includes periodical reviews, examinations, visits of inspection and other checks, the grading and re-grading necessary in all schools and the establishment of tone and discipline in and about the school, these are the legitimate functions of a supervising official or principal.

* * *

... ANY pastor who assumes this work must be himself a qualified educator and leader of his teachers. Any superior must likewise familiarize himself with the best thought and practice in the control and management of schools. A school, in all cases, takes its tone from the superior. Change heads, and you often make an entirely new school, with the same pupils and teachers in their places. Hence, the importance of having in all cases the right influences at the head.

* * *

... A TEACHER can never teach *all* he knows, so the more exact and complete and recent his information, the more his pupils get. You are a better teacher of arithmetic if you know algebra. Algebra is more effectively taught by one who knows geometry, and so the thorough student of trigonometry, mensuration and surveying is apt to be the best teacher of any branch of mathematics, other things being equal. And so we must keep ever learning that we may better instruct. As soon as the zest for information goes, the power to teach follows soon after.

* * *

... THE teacher who has ceased to grow intellectually, has ended his usefulness in the school room. We must not only be up-to-date on professional methods, but we must know well the academic side of our work. Not merely arithmetic and history, but all around and beyond them. Great changes are coming upon us every few years. The Philippines change owners. The Island of Porto Rico has become United States territory, Cuba is independent, the Transvaal becomes a colony of England—not quite—railroads are built across Russia to Vladivostok, China is very nearly parcelled out among the powers, and is even now only propped up by the powers as a sort of sick man of Asia, events follow fast in our gulf country, the canal projects, the Venezuela imbroglio, the great Beaumont oil discoveries so likely to change the south industrially—all these and a thousand other happenings go to make history and geography.

* * *

... THE giving of medals, books, premiums, and other incentives to good conduct and scholarship is much in vogue among our orders. We should not fail to impress upon our pupils that the things to be desired are knowledge and right habits. These are the real ends. The formation of a good character is everything, the gold medal for good conduct, a mere trifle. The boy who works under a strain in competition for a medal only to relax effort when he wins, is not being properly educated. The wisely-managed institution presents no incentives for spurts of vicious competition, study and examination, but recognizes the fact that education is a growth and development and an end in itself, and that all baubles, rewards, marks, honors and diplomas, while pleasant incidents and perhaps desirable as incentives, are not for a moment to cloud our horizon as to the real ends we seek in our educational work. The valedictorians of our colleges are not the men who take the prizes in after life. Many a plodding dullard is developing the sterling qualities, that later make the man.

* * *

Uniform Text-Books.

In the discussion of practical questions of administration, Catholic schools are not losing any points of advantage. The recently published letters of the Reverend Superintendents of schools in Boston and Brooklyn dioceses covered quite thoroughly the status and needs of our parochial school system.

Father Walsh briefly summarizes the conditions of good results in the schools as "trained teachers, superiors who have been teachers in all or nearly all grades, and

who spend their time in the school, small classes in the primary grades, and well-chosen text-books." To the text-book problem he gives especial attention, protesting strongly against careless text-books, the "patch-work of several irresponsible writers" and poor translations.

This suggests a cognate question occurring in cities where there are a dozen or more Catholic parishes, each with its parochial school. There is in such cities a constant shifting of the Catholic population. Families move out of St. John's parish and into St. Joseph's parish, or out of the Holy Trinity into the Holy Family parish. If these parish schools have each a different set of text-books, or a different system of grading, one can easily see how expense is made to parents, difficulties to teachers and confusion to children.

A tacit understanding on this matter, among pastors, would furnish a remedy, where there is no diocesan school board to unify the system.

* * * *

Catholic Night Schools

The idea of supplementing our parochial school system with night schools for the benefit of Catholic young men and women, whom rigorous circumstances have forced into bread-winning at a time when they should have been at their books, is receiving more attention and support this winter than ever before.

From the comparatively few night schools held under Catholic auspices a few years ago, the number has greatly increased, the present year finding one or more evening schools in most of the large cities of the country, with the movement spreading to the smaller towns. Of course, these schools are not all organized with definite courses of work and strict regulations. Many of them might more correctly be referred to as reading circles under the direction of the reverend pastor. But in all cases, they are doing good work in reducing more or less, the handicap, which necessity has imposed on so many of our young people.

There is, perhaps, no one section of the country where the need for these schools is greater than in the coal regions of Pennsylvania, where industrial and social conditions are such that but a small percentage of the young people can afford to continue through the grades. It is gratifying to note, therefore, that night school work is being pushed energetically in that section by a number of zealous pastors. Rev. T. W. Hayes, of Centralia, Pa., has, for a number of years, conducted a successful night school. In writing of the work, he says:

"It is much easier to manage the day school, where there is time for classification. Nearly every individual in the night school needs charitable and kind assistance. To be rigid in exacting lessons drives them away. The scope of our night school is not, however, limited to imparting only a rudimentary education. Ample provision is made for those who are sufficiently advanced to take a course in grammar, algebra, geometry, geography and bookkeeping, or anything else in the line of a more liberal education. Regular attendance, unless there be a reasonable cause for absence from class, is required on the part of all. Two years' experience on this point leaves the managers of St. Ignatius' night school little to complain of, for not only our little miner boys and slate pickers, but many of our most worthy young men, gladly avail themselves of the opportunity offered. No storm is too fierce to deter them, yet, on this hill we have bitter winter weather. It only emphasizes the desire on the part of our young people to advance themselves, and they should be helped where it is possible.

"It is far more difficult to keep up the standard of night than of day school attendance, for obvious reasons. The pupils are more or less independent; they have done their day's work and are fatigued. Hence the necessity of making the night school rooms comfortable, attractive, lightsome and cheerful, and at least as well appointed as those used in the day. The slipshod night school will not do. The boys are only seeking the crumbs of education, but the crumbs ought to be served with neatness and propriety, encouraging by every means the attendance and making the study-room a place of delight. It is no small task, but productive of very great and lasting good."

Our Cut-Up Pictures.

In accordance with the best pedagogical theories and the practice of the leading secular educational journals, we are presenting elsewhere in this number, and will continue to present, pages of cut-up pictures for language work, and cut-up problems for arithmetic. These are intended to be cut out, pasted on cards and passed around among the pupils. When properly mounted and cared for, they will last a long time, forming a part of the school room equipment that may be used from year to year. They afford a method of varying the work in the lower grades, with most effective results.

The use of these pages, of course, necessitates the mutilating of a copy of The Journal and spoils it for file purposes. But the matter referred to is so valuable an addition to the teaching devices of the lower grades, that it will well repay all schools to have an extra copy of each issue of The Journal, just for cutting purposes. Many of our readers have doubtless discovered the permanent value of this matter, as a number, in sending in extra subscriptions, have referred to the successful results obtained from the use of it.

* * * *

Suggestions by Father Furniss.

Is it expedient that the almost sole and only object proposed for children should be *knowledge*? What view should we take of the faculties of children? Should we look on them as a sort of mill, proper to be employed always in grinding questions and answers, or is it expedient to put into children practices of piety as well as questions of knowledge? . . . The natural tendency to exalt knowledge at the expense of piety is strong and evident. . . . What are the materials of a Sunday school? Is it the intellect of a child only? Evidently not. The moral nature must also be kept in view. Knowledge frequently gilds the grossest corruption. Is conscience as much cultivated as memory? . . . When the child in after-life is fighting its way through the temptations of the world, it will have to draw far more largely on its stock of piety than on its stock of knowledge. Likewise the acquirement of knowledge is as painful to the child as simple practices of piety are natural to it. . . . If we sow pious practices in the hearts of children we shall reap them; if we do not sow them, neither shall we reap them. It is a very easy matter to interest poor children, and to make them happy and love religion, if one will but go the right way about it; but assuredly he who is constantly battering at their intellects and memories does not go the right way about it. . . .

But, after all, *teaching* is not enough: teaching is not training. No amount of teaching will enable a child to walk unless you really make it walk. You may hear lectures on music to the end of your days and never be able to play one single tune. Children are utterly incapable of learning from mere teaching. . . . Will a child do these things, and do them constantly, because it hears of them speculatively once, twice or thrice a year? It is a simple impossibility. . . . Is there the same great and universal effort made to teach children the pious practices of religion which are, at the least, of as much importance to children as dogmatical truths?


* * * *

Correct Positions for Pupils.

Teachers and parents are too much occupied with a multitude of matters that the position of children in sitting, standing and walking does not receive the constant attention that must be given to it if our children are to form correct habits. But if those who have the care of children could realize more vividly than they do "that the breathing of children is seriously hampered by bad positions, that the circulation of blood in arms, legs and back is interfered with, that the spine is twisted and bent out of normal position in about thirty-five per cent. of school children, that the stomach is used as a prop, and that the ordinary position by the child is anything but restful and symmetrical," and finally, that the habits of movement and position formed in the plastic period of childhood will persist throughout life, they will certainly consider it as one of the chief duties of life to see that children during this plastic period formed proper habits in these respects.—*Henry D. Hervey*

SCHOOL-ROOM WORK

METHODS • AIDS • DEVICES



Language and Reading.

All-Day Effort in Language Training

FROM A PAPER READ BY ELIZABETH MAVITY BEFORE NORTHERN ILLINOIS TEACHERS' ASSOCIATION, OCT., 1901.

How has it happened that the two language studies relied upon in the grades to give power in language have not done the work that has been expected of them? As for grammar, the failure has come partly because more than a knowledge of right forms is required to make a correct speaker; because language habits are largely imitative in origin and fixed therefore chiefly according to the character of the child's early language environment. A way of saying something becomes a matter of the brain-cells—of the very physical constitution—before the child takes up technical grammar. Grammar can furnish him a standard, but it can not make him live up to that standard, outside of the grammar class. This in no way makes technical grammar a useless thing in the course of study; it has its justification, which we need not discuss now.

As to language lessons, so-called, they have always been in the main, a mere dilution of grammar, plus exercises in composition, to compel the child to a certain amount of practice in right speaking. In that they introduce technical grammatical terms apart from any possible demand from the child's interests, as is usually the case, they augment the child's tendency to use poor language, because these terms must be relatively empty of meaning to the child; and on the composition side, they are ineffective because of the very limited time for which they hold the child. An all-day effort might do some good. Can we have it?

We have sought specifically for language results in language lessons and grammar; we may seek language results in other fields. The whole school day may be a season of language work—of thinking and expressing. The effect of an ordinary lesson period is but slight in comparison with the momentum given by the whole recitation course of the day. Let us try working for language all day.

Again, it may be that our seeking has not been done aright. Have we been busy with symptoms or with causes? What do we want in the child, in language power, when he finishes the grades?

1. We want him to read English intelligently; to really see what an author describes; to have power in getting images from words.

2. We want him, in order to the accomplishment of this, to have a certain attitude toward language; to regard words as really the symbols of thought; to be ready to challenge a word or sentence; to stand and

deliver its meaning; to be unwilling to work with mere words.

3. We want him to know how to work out the meaning of a sentence that does not at once give up its meaning to him. This means that he shall be skilled in analyzing a sentence and in thinking its images into a unit.

4. We want him to have the habit of trying to express himself genuinely, to utter himself truthfully.

5. We want him to build his sentences according to good usage.

6. We want his language to have its justification in his really having something to say when he talks.

Technical grammar ought to do much toward accomplishing these aims; but it usually has to contend against the habits of years, and so is greatly hindered. Grammar ought not to have to initiate the child into the right attitude toward language. It should presuppose a fair power to read, a rational attitude toward words, and a fair quality of language; but it finds the child, after several years of language lessons and reading, ignorant and indifferent as regards his mother-tongue.

Let us look at the ordinary course for the grades, to see what its various lines of work may yield, to the child's language benefit.

One of the obvious things is that as every study affords more or less practice in expression, it gives opportunity for the building of correct habits and for the correction of errors. Every answer that the child makes is a little composition, varying in compass from a single sentence to the organized topic in Eighth Year History or arithmetic. Each study has its own technical terms to add to the child's vocabulary, and its own style to impress itself upon him. Geography, History, Literature and Nature Study offer opportunity for description and narration. They cultivate fluency and variety of expression. Each day's unit of study in any of these subjects is a little field to be bounded first by the child's mind and then by his words. He sees, and tells what he sees. He has at first only the oral, but soon achieves the written symbol. The oral work of any grade is supplemented by written composition, arising, as does the oral, from the needs of the child in the mastery of the subject-matter. He studies seeds; he tells orally and in writing the discoveries he makes. Early in the second year, for example, this week's discoveries furnish him with a paragraph of matter, —some four or five well-built sentences; next week's lessons put him in possession of another group of facts, logically following those of this week, and the expression of these facts constitutes another group of related sentences. Putting together the paragraphs of the two weeks, or three, or whatever time is required for the completion of a unit of instruction, the child has an organized composition. The subject matter has done the

organizing; has presented itself in related topics, and the language has merely recognized the law imposed by the subject-matter. Little by little the child gets the conception of organization in discourse, — a notion that will affect his thinking and his expression, a notion that is itself a valuable contribution to his language training. His synthetic work looking toward the notion of organization is supplemented by various bits of analysis. He has a complicated number-problem to solve, which he must do, step by step; then he "explains" it, likewise step by step. He has a topic to work out in geography or science or history, by his own direction. He learns, far down in the grades, to expect a topic to be a combination of smaller topics—to suspect all extended thinking of having an outline back of it, or perhaps better, within it.

If every study is made to yield all possible training in accurate, organized thinking and in written and oral expression under systematic correction, what an enormous field for language practice we have, without the appearance of the name "language work" on the program! Then, too, this composition-work offers an opportunity for rational instruction, as needed, in the many points of punctuation, capitalization, margins, headings, paragraphing, and similar items, that constitute so large a part of the material of the usual language text-book. The child will learn, as he executes, many of the rules of the arts of composition and grammar. He will learn many of the facts of the two sciences, also;—as, for example, the number of parts in a sentence, and what they represent to the mind; the fact that verbs have "principal parts;" the fact that a paragraph must be a unit, and so on. The child says, in explaining some work, "Take three from five leaves two." He makes this kind of mistake frequently, we will suppose. Before the teacher has left off correcting the mistake the child will have learned a lesson in truth-telling and several facts about verbs and their subjects. He learns under the stress of a thought that is demanding expression,—the kind of learning that gets into one's blood and bone.

Language Lessons as an Aid to Reading

Study of the Meaning of Words.

The child's experience largely determines his interpretation of the reading lesson. All teachers will readily recall incidents in their own class-work which will illustrate this truth. The child who has never seen the ocean, whose life, perhaps, has been spent in the mountains, will find it difficult to picture the scenes which are described in the story of "The Leak in the Dike." The mountain walls to which he has been accustomed are very different from the low level fields which the little Dutch boy has known. The wideness of the sea, its tides, its mighty strength, are notions which may be entirely strange to him. So, also, any child who lives in an inland village or town, needs some helper to make plain to him the poems and stories which describe the life of the sea. "The Wreck of the Hesperus" is written in a foreign tongue to him whose imagination has never depicted the rag-

ing waves, the cruel rocks, the pebbly beach, the bitter storm, and the shattered ship. As we read the poem, every word is filled with meaning because our associations have enriched our lives with varied experiences. We have walked on the beach, have climbed over the rocks, have watched the vessel slowly sinking from sight below the distant horizon, have waited for the steady advance of the incoming tide, and heard the restless waters beating upon the steadfast rocks. We have seen the stately vessels riding upon the still waters of the bay, or tossing upon the waves of the outer ocean. We have talked with the sailors, and know something of their sturdy lives, and the fearful dangers to which they are exposed. We know boys and girls who have sailed with their fathers on long voyages. All this knowledge illuminates the poem, and fills it with meaning for us. Bereft of this experience, we should fail to catch the beauty of the poet's description or to read his meaning in the familiar lines. It requires some effort of the imagination to enable us to conceive how little Emerson's snowstorm would say to us if our eyes had never beheld the gathering storm, "announced by all the trumpets of the sky." Bryant's "Fringed Gentian" is written for those whose eyes have delighted in the exquisite beauty of the autumn blossom. "The Death of the Flowers" must be interpreted by him who knows the windflower and the violet, the aster and the golden rod. The perfect picture of June, in Lowell's "Vision of Sir Launfal," is visible only to him whose eyes have seen the buttercup catching "the sun in its chalice" and whose ears have been attuned to the music of the bird whose "illumined being" overruns "with the deluge of summer it receives."

The experience of the children is akin to our own. Whatever they read is interpreted by what they have seen and heard and felt. Many a word which seems to us so simple and common that we pass it unchallenged in our teaching, stands apart from all experience in the children's lives, calls up no notions in their minds, fails altogether to contribute to the meaning of the story which they are reading. However simple the lesson may be, the word which represents no idea to the child, is a stumbling-block and hinders the thought getting. It is utterly idle to insist upon the mere repetition of the word which serves in no degree to enlighten the child. The teacher who attempts to explain its meaning may contribute little to his enlightenment. The explanation is often given in terms which are quite as unintelligible as the original word. One bit of experience is worth a thousand explanations. A summer day in the country does more to interpret Lowell's picture of the day in June than would a hundred folios on the subject if the reader had never seen the fields and the flowers. Just so, the child who is to read about the chicken, the cow, the tortoise, the oak, the violet, the frost, must gain his insight thru sight. Lessons which supply the experience to those who have never had it, or which recall the forgotten experience so that it illumines the text, are legitimate reading lessons. Indeed, they are indispensable.

It is therefore the duty of the teacher to discover in what lines the child is ignorant, and to help him to

increase his knowledge therein. This increase must come thru actual seeing and doing on his part, as has been said. Observation lessons whose object is to lead the children to new knowledge, are not only useful in developing facility in expression and keenness in observing, but also in preparing the pupils to read the pages in which these objects are described. If the object which figures in the lesson is unattainable as well as unknown, the picture may suffice. If this is not to be secured, the teacher's explanation may be made to suffice—as a last resort.

It should not be forgotten, however, that the child's doing is much more potent than the teacher's telling—nor that the description which seems clear to the teacher may be obscure to the child.—*Learning to Read*. Silver, Burdett & Co.

Guessing at Words

Exactness in the use and comprehension of words is rare among pupils, much rarer than would be the case in most schoolrooms if the dictionary were employed more liberally. An excellent illustration of this fact is given by Mr. James Buckham, in a recent number of the *Well Spring*. A school board member who was visiting a grammar school in his city remarked to the principal that he had not seen a single pupil consult the dictionary. He asked if it were not understood that they had access to it as often as they chose.

As a class in reading and English composition was called up for recitation, the school commissioner asked permission to catechise the pupils on the meanings of some familiar words found in the lesson. The result would have been amusing had it not revealed such a lamentable state of ignorance among boys and girls otherwise intelligent and well posted.

"Bleak" was the first word that came up for definition, and the hand of nearly every pupil in the class was raised for permission to define it. The questioner smilingly called for a definition in unison, and the room rang with the unanimous reply "Cold." Astonishment and chagrin were depicted on every face when the questioner shook his head. "Why, it must mean that!" objected a little girl timidly but eagerly. "It comes that way in every sentence, and it looks so cold it almost makes me shiver."

"How about Dickens's Bleak House?" laughed the gentleman. "Did you suppose that meant cold house?"

"Yes, sir," answered the girl hesitatingly.

The next word, "lurid," evoked a wide range of interpretation. Not one of the class had ever looked it up, but each had a distinct and confirmed guess as to its meaning. The one who guessed nearest answered "cloudy." But none seemed inclined to paint the word in colors dark enough to express its real meaning.

Finally the school commissioner gave out for definition a number of words in common use, whose sound or appearance would be likely to lead a random guesser astray. (The results were almost pathetic.) "Archaic" was defined by a bright-looking girl as "pertaining to an arch." Another pupil ingeniously confessed that he had always supposed a "tapster" was a drummer! Livid was defined as "yellow or bilious;" fatuous as "something that happens according to

fate;" felony as a "disease of the knuckles;" monster as "anything very large;" augury, "a place to keep boring tools;" weird, "skinny and tall;" sough (which the class united in pronouncing sōw), "to roll in the mud," etc., etc.

Laziness is generally the reason why young people do not look up words that are new to them, but the habit of guessing at meanings is disastrous and should not be allowed by the teacher.—*Teachers' Institute*.

Management of the Reading Class

The abandonment of concert reading at once necessitates the reorganization of the reading class. "If I cannot have my children read in concert," one questions, "how can I keep them interested and attentive thru the long reading hour?"

The way of escape from the difficulty is a simple one. Do not expect to arrange to have fifty pupils read at one period, unless there is some work worth doing to demand their attention. The plan of work will vary with the grade of the class and the aim of the lesson.

Is the teacher's purpose to introduce the class to the lesson thought? To teach them how to study the lesson? To discover what words or phrases or turns of expression present obstacles to the learners? Then fifty may be taught and questioned as well as one, and just as long as general interest and attention can be maintained—no longer.

Is the aim of the teacher to afford practice in oral reading, by drilling upon the rendering of a certain paragraph? Then let her limit the class to ten or twelve at most, leaving the other pupils to busy themselves with written work which admits of definite accomplishment. All pupils become weary of the countless repetitions of their mates, in their stumbling practice. They learn chiefly thru their own doing, the correction of their own mistakes. And where the drill is confined to the few

"Satan finds some mischief still
For idle minds to do."

So the old hymn might be varied by the experienced teacher who remembers unnumbered cases of discipline which have arisen from the monotonous drill exercises in which the wits of the majority of the class were unemployed. By all means, in such cases, drill a few pupils at a time, and let the others be profitably employed in conscious endeavor to accomplish something.

In older classes where the reading has passed the elementary stage, and the pupils are reading for information or enjoyment, neither length of lessons nor number of pupils need be considered. Here, without doubt, the interest in the subject will be paramount, and "method" may be forgotten. Now the children read for the love of reading, and the only gage of time or number is the teacher's power to interest her class. The one aim is to get the message from the book, and to make it plain to those who hear. Desire is the spur to endeavor, and attention is [at the command of interest. The teacher's one secret is the art of making her pupils book lovers.—*Arnold's Reading: How to Teach It*. Silver, Burdett & Co.

Composition Cards

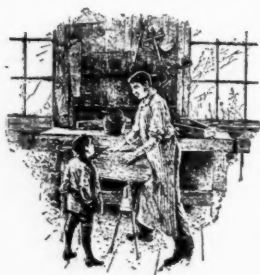
Cut out these cards and paste them on heavy paper or pasteboard for pupils' use. Both oral and written composition exercises may be based on the suggestions of the pictures and the printed instructions which the cards contain.



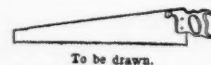
Let us find a good name for this picture. What time of year is it? How do you know? What are some of the children doing? Are all doing the same thing? What game do you think the boys are playing?

Using these few questions as suggestions, you may write the best story you can about the picture. Don't try to write too much for one lesson. You may be able to write two or more stories about the children in this picture.

Picture Lesson: Cabinet Maker's Shop.



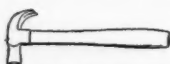
I. ORAL EXERCISE.



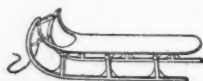
Have you ever been in a cabinet maker's shop? Tell what you know about the work of a cabinet maker, what tools he works with, etc.

II. WRITTEN EXERCISE.

Imagine that you have gone to a cabinet maker's shop, to have him make you a sled. Write what is done and said.



To be drawn.



To be drawn.

Number and Arithmetic.

January Work in Arithmetic for Fifth and Sixth Year Classes

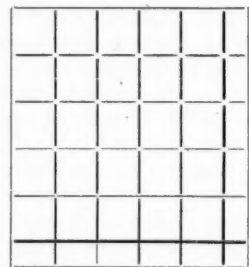
DAVID FELMLEY IN SCHOOL NEWS

The principle that material for the practice in arithmetic should be drawn from the child's activity and environment rather than from a text-book, is only a special case of the general law that in forming habits in the child we should rather develop the germs within him by providing a stimulus, rather than by drill imposed from without. If child is forming a habit by performing several similar acts, each of which he desires to perform for its own sake, there is not associated with the habit any sense of weariness or disgust, such as may be produced when the habit has been established by prescribed repetitions.

Twelve-year-old pupils should keep a weather record in the winter months, partly to observe the change of temperature during the day, partly to discover the extent of the variation during the month, but mostly to associate high and low temperatures with the direction of the wind, the clearness of the sky, and the fall of rain or snow. Some brief treatise, like Harrington's "All About the Weather," should be on the desk of every teacher to be read and discussed by herself and the older pupils. If the temperature is regularly taken at 9 a.m., and at 1 and 4 p.m., we may have problems finding the average temperature during the school hours, the average 9 o'clock temperature for the school week, the school month, etc. This may be compared with the average annual temperature, 52° for Central Illinois. Isotherms, in geography, become significant after such observations and calculations of local temperature.

In the drawing of the square rod made by every pupil, he should compare the different parts of the product as obtained by the ordinary multiplication with the parts of the diagram. He then sees why a square rod contains $30\frac{1}{4}$ square yards, he fixes the fact in memory, and has a better insight into the process with figures—the process of multiplication.

$$\begin{array}{r} 5\frac{1}{2} \\ 5\frac{1}{2} \\ \hline 1\frac{1}{4} \\ 2\frac{1}{2} \\ 2\frac{1}{2} \\ 25 \\ \hline 30\frac{1}{4} \end{array}$$



It should be seen in both diagram and figure-process that

a rectangle $\frac{1}{2}$ yd. \times $\frac{1}{2}$ yd. contains $\frac{1}{4}$ sq. yd.
a rectangle $\frac{1}{2}$ yd. \times 5 yd. contains $2\frac{1}{2}$ sq. yd.

a rectangle 5 yd. \times $\frac{1}{2}$ yd. contains $2\frac{1}{2}$ sq. yd.

a rectangle 5 yd. \times 5 yd. contains 25 sq. yd.

It is seen here that even if the dimensions of a rectangle are not whole numbers, "the area is the product of the number of unit-squares in each row by the number of such rows" or, more briefly, the product of the length by the breadth. It will be found profitable to work out other similar areas in the same manner; such as $2\frac{1}{2}$ inches \times $3\frac{1}{2}$ inches, $3\frac{1}{2}$ feet \times $4\frac{1}{4}$ feet.

The acre contains 160 square rods. Note that it may have a variety of forms. It may be a strip 1 rod wide and 160 rods (one half-mile) long. It may be 2 rods \times 80 rods. An ordinary 40-acre field is 80 rods square, hence a strip 2 rods wide across such a field is an acre. If corn is planted in rows four feet apart, how many rows to the acre in such a field? How far apart shall the rows be that 9 rows may occupy the acre? The acre may be 4 rods by 40 rods. In Illinois country roads are often 4 rods wide. How far along such a road does an acre extend? How many acres in a mile of such road? How many such roads side by side would make a road a mile wide? How many acres in a mile of each road? In a mile of all? How many acres then in a square mile? What are the dimensions of a square 40-acre field? How many such fields in a square mile? Draw a square mile and divide it into such fields. How many acres in all the fields? How wide is an acre field if 20 rods long? 16 rods? 15 rods? 14 rods? Can you tell approximately the length of one side of a square acre? Measure the school yard with a rod rope or pole, and tell how many acres it contains. In Austria every school yard must contain $\frac{1}{4}$ acre of garden. Have you room for such a garden? Where will you lay it off? How many square yards in an acre. Square feet? Memorize the latter number. Does a square 210 feet on each side contain an acre? About how many feet in each side of a "square" acre? If corn is planted 4 feet apart in both directions, how many square feet of soil for each hill? How many hills to the acre? How many hills to the acre if corn is planted 3 feet 8 inches apart each way? Apple trees are commonly planted 30 feet apart each way; how many trees to the acre? Find from some apple-grower what he considers a fair yield in barrels per tree; and a fair price per barrel. Is it possible with his figures to get \$100 per acre for an average apple crop?

The above are a sample of the sort of questions to be asked in 5th grade classes in rural schools.

Profit and loss hardly needs separate treatment.

The one thing to keep in mind is that in such problems the cost is always the base upon which the percentage is reckoned. It is well to use the phrase "of the cost," or its equivalent after the words "per cent." in the statement and analysis of every problem. The only problems that can give trouble are those in which the selling price is given to find the cost. The mode of attacking these is best learned by comparing them with problems with same conditions where cost is given.

1. Bananas costing 5¢ per dozen were sold at a profit of 100% of the cost. What was the selling price per dozen?

2. Bananas sold for 10¢ per dozen, realizing a profit of 100% of the cost. What was the cost per dozen? (Profit equaled cost.)

3. A horse costing \$60 was sold at a profit of 50% of the cost; what did he sell for? (Note that the profit was half the cost.)

4. A horse was sold for \$90; the profit was 50% of the cost. What was the cost? (Since the profit was half the cost the selling price was $\frac{3}{2}$ of the cost.)

5. Land costing \$70 per acre was sold at a profit of 20% of the cost; what was the selling price?

6. Land selling for \$84 per acre, brought a gain of 20% of the cost; what was the cost per acre?

By such a progressive series of problems, we lead the pupil to the more difficult.

Sometimes two percentage calculations upon different bases are involved in the same problem. Here the pupil must be on his guard against confusing the bases.

7. Overcoats costing \$10 each were marked to sell at a profit of 25% of the cost. In February they were marked down 20% (of the former marked price). What is now the profit per coat?

8. Overcoats marked to sell at a profit of 30% of the cost are afterward marked down 25% (of the marked price). Is there a profit or loss? What per cent of the cost? Is it necessary in such problems to assume some cost for the overcoats? Is it helpful with young pupils?

9. A carload of apples were bought at \$1.50 per barrel. At what price must they be sold to realize a profit of 20% of the cost?

10. When these apples were put on sale it was found that 25% of them were decayed. After they were repacked at what price per barrel must they be sold to net 20% profit on the carload?

This is probably too difficult for Fifth Year pupils. See if it helps to assume that the carload contained some definite number of barrels, say 100 barrels.

The teacher should not confine the work in arithmetic to the few topics enumerated for the month. Practice in decimals and review exercises in the assignments for preceding months should occupy fully one third of the month.

Primary Arithmetic

Object.—To teach writing numbers consisting of more than one order.

Device.—Place in one pile a number of small pieces of cardboard; in another, a number of groups of ten pieces strung together on white thread; in another, groups of ten of the latter strung together on black thread; in another, groups of ten of the last groups strung together with red thread. Drive a group of nine carpet tacks into the wall; to the left of this, another group; then another, and so on. Over these groups of tacks, beginning at the left, with units tens, etc. Then teach the pupil that one of the first pile is a unit; that a group from the second pile is a ten; that a group from the third pile is a hundred, and so on. Then require him to hang from the tacks any number of pieces—say 8765. He suspends 5 units from 5 of the first group of tacks, 6 tens from the second, 7 hundreds from the third, and 8 thousands from the fourth. Ask for the whole number of units (8765), of tens (876), of hundreds (87), and of thousands (8). Then write

th. h. t. u.

the number with figures, thus:

8 7 6 5.

Ask again for the number of units, tens, etc.—The Educator Journal.

Cut-Up Problems in Arithmetic

[The problems may be cut out and pasted upon cards for distribution in the class. As far as possible let the children work out solutions by illustrating on paper or on the black-board.]

1. Helen has 2 cents a box for picking strawberries. She picked 5 boxes. How much money did she earn?
2. How many 2-cent stamps can I buy with 21 cents? How much money left over?
3. Seventeen cents are one dime and how many cents?
4. How many shoes are needed for 4 horses?
5. An hour is 60 minutes. How many minutes in half an hour? In a quarter of an hour?
6. How many minutes from 10 minutes before 10 o'clock to 20 minutes before 11 o'clock?
7. 3×7 stars are — stars. 7×3 three stars are — stars.
8. How many months in 1 year and 9 months?
9. Frank drew a line 31 inches long. He erased 7 inches. How many inches left?
10. Subtract by 10's from 90 to 20.
11. There were 27 pupils in Miss Smith's room. 13 more were sent in. How many in all?
12. My mother has 2 dozen eggs and 6 over. How many eggs in all?
13. How many times 4 inches in a yard?
14. On the tree were 26 apples; on the ground 15. How many in all?
15. Measure off 4 yards of string. How many inches in $\frac{1}{2}$ of it?
16. How many weeks in two months?
17. Teddy rides his wheel at the rate of 8 miles an hour. How far does he ride in one hour and a half?
18. There are 6 pupils in each row of seats. There are 7 rows. How many pupils?
19. There were 37 pupils in the room. 14 were sent out. How many were left?
20. John earns 5 cents an hour. How many cents can he earn in 2 weeks by working 1 hour each day?

Hints to Teachers.

For Dull Days

SUSAN HALL IN AMERICAN PRIMARY TEACHER.

The dull days do come, we are told, to the majority of schools. Even in the best they occasionally make their appearance. Are they a necessary evil in the schoolroom? And if they are, how can we best meet them?

I want to beg the first question, and preach for a moment on the second. My own experience has led me to believe that the occasion of the dull days lay entirely in myself. I had long attributed them to other causes—the ill-lighted schoolroom, the damp, lifeless air, the dark clouds, the stupid text-books, the slow children, the long sessions, the monotonous programs. I had so many ways of accounting for them that I found that they were becoming an almost every-day occurrence. Who would not find work dull and heavy with so many burdens to bear, so many giants in the way? I resigned myself to the supposed inevitable, and I believe did little to prevent the dull day from becoming the regular order of things.

But I was fortunate in this—my friend across the hall (a teacher of long experience and keen insight) was clear-eyed enough to perceive my fault, and brave enough to tell me of it. She had heard an impatient, fretful remark about the mud and the noise, which had doubtless been in full keeping with my school-room experience of that day. After school she came into my room, as I was hurrying to go, and told me what she thought, not of the day, nor the noise, nor the dirt, but of me.

I did not believe what she said then—I was indignant that she should think me in fault, and so was inclined to resent her suggestions. But since I have tried to reform, I have appreciated the truth of what she said, and have proved the efficacy of the remedy she proposed. Instead of changing the weather, banishing the mud, introducing new books, and sending away my dull pupils, I tried to improve myself. I set myself steadily to look for bright days, rather than for dull ones—I did all that I could to make them bright. Bright songs, varied gymnastics, new busy work, sunshiny stories, merry lessons—even bright ribbons with my dress were brought into requisition. I followed Mrs. Childs's plan, and hung prisms in the windows to multiply the sunlight and the beautiful color spots. When the rainy days did come, we chose our prettiest pictures, told our brightest stories, sang our cheeriest songs, played our merriest games, and resolutely tried to make up within doors for the sunshine which was withheld out of doors. It was a success. The dull days disappeared from our calendar. And the brightest days of all were the rainy days.

When I came to realize that the fault was in myself,

I was thoroly ashamed. I put myself in the place of the children—a process I had neglected before. Then their need forbade any miserable thought of self, and the hard places in my work were forgotten in the endeavor to fill their days with sunshine.

Such a bit of experience, involving the use of so many I's, probably demands an apology—according to the custom of current literature. But I meant to tell it, and could not have said my say without it. For how could I have known about dull days, except by having them, or the remedy, except by my own experience?

So I have answered for myself the first question thru solving the second problem. And I wish that every young teacher might have a friend like mine teaching across the hall, or else that she might have been wholly spared my early experience with the dull days.

Music and Its Advantages, as Taught in the Schools

FRANK J. M'DONOUGH.

The true aim of education is to refine and uplift the young mind and make it more cultured; and what does this more fully than the purest of arts—Music? Education should train the mental, moral, and emotional faculties of the child, and I know of no other study that appeals so directly to the development of these three, than the study of vocal music as taught in the schools. Therefore, music has its aims and advantages and so cannot fail to produce a powerful influence on the child's moral and mental growth. Yes, music may be rightly termed the language of emotion, and when coupled with its sister art, poetry, in song it cannot help but to elevate, charm and delight all within hearing of its voice. Music moves the heart quicker, and has a potent power over the feelings that no other art has, and leaves its impress on the mind and heart as no other art can. If this be true, and if it be also true that habits once formed by the child have an important bearing upon molding its life, it is the duty of pedagogical students to use their best endeavors to have this branch of vocal art taught in the schools and to spend their best efforts to see that the young mind receives what is best to make it nobler and purer as it grows in knowledge. It is encouraging to see that the teachers of the young of our land are beginning to recognize these facts more and more every day and that legislators of our States are passing laws making it a subject of study in our schools on a par with that of other sciences and arts.

In Europe Governments spend money freely that the people may get good music and that the children may be taught to read music, the most intelligent Governments being the most liberal in such expenditures. We have not reached this condition as yet, but we are approaching it every year, and I hope the day is not far distant when it will be considered as necessary and just as much a part of government work as the construction of beautiful parks, public libraries, or good roads.

The American idea is that every child is entitled to the best education the world can afford, and music is

being recognized as an important part in this education. The advantages gained from these conditions are many. The choirs of our churches today would be much improved if our singers had been taught music in the schools. At the present time it is with regret that we see very few singers who are able to read and understand the music they are singing. It is also surprising how few there are of our people who are considered educated, who appreciate the best there is in music, and if they would be truthful they would tell you that their ideal in music is a catchy two-step, a popular waltz song, or a coon dance. Yet these same people deplore the fact that so many read the trashy novels that are being printed, when there is such an abundance of good literature.

The science and the art of music is a closed book to very many. How few there are who would put on the same pedestal with Dante, Shakespeare or Milton, the great masters in the language of song, Bach, Beethoven or Brahms.

The way to remedy these evils is in the schools, and educators, and those having charge of education, are beginning to realize this more and more every day.

Business Methods in School Work

The lack of business methods in some of our work is enough to forever withhold the confidence of a wide-awake boy, who believes in keeping up with the times, and he will not confide in us simply because he doubts our ability to help him. We may theorize, systematize, and perhaps agonize in our efforts to hold him, while if we would businessize we would appeal to him. He knows that habits of life in school would not be tolerated by any successful business man, and he despises our neglect, indifference or ignorance, as he may view our delinquency. If any of you think that a boy wants an easy life at school, that he expects us to be ever on the alert to interest him, and that he contemplates leaving school every time he is crossed in his purposes, then you do not know the class of boys with whom I have an acquaintance. He wants something, is willing to work for it, and if he can't get it in school will go elsewhere, and I think he is perfectly justified in the going.

The boy admires a master in any line of work, and especially the one who is able to master him. He likes to be directed, but above everything else he hates to be nagged. Keen insight into his disposition, good judgment, quick, decisive action, and a final settlement of differences in a masterly way will do more to secure his good will than all the bickering and compromising we may be able to devise. The teacher who insists upon his meeting his obligations like a man will do much to cultivate in him self-respect, and will secure an influence over him that will continue long after his school days are passed.

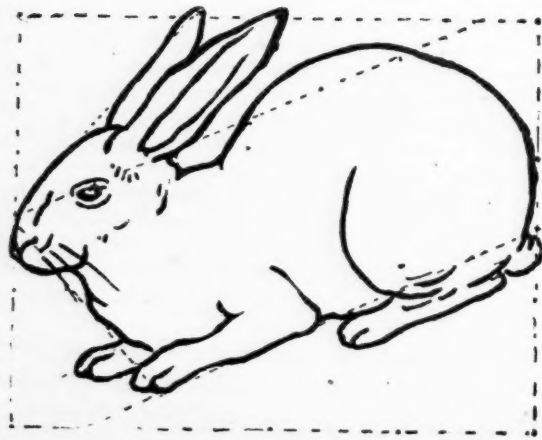
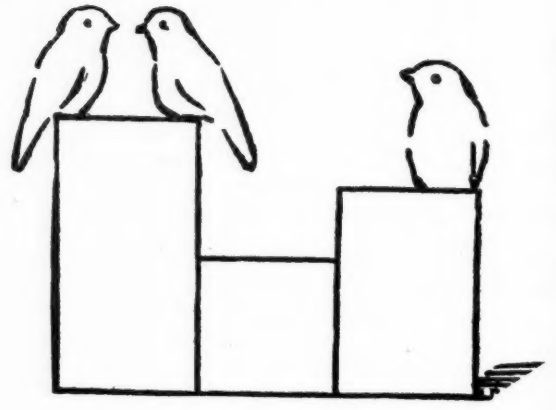
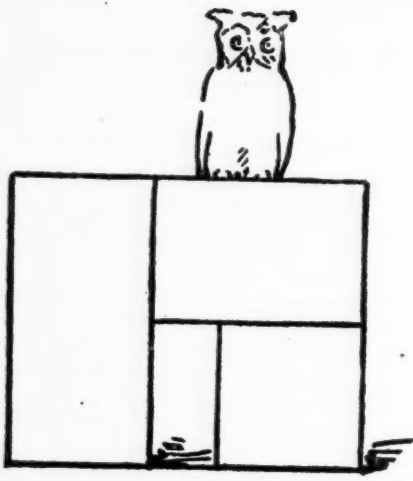
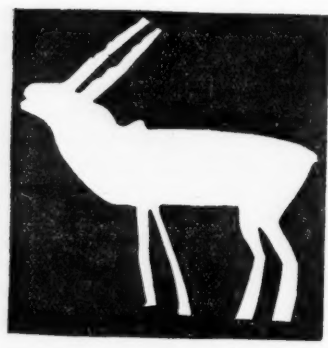
—J. E. Stout.

"To get a few flowers one must sow plenty of seed."

"To him that soweth righteousness, shall be a sure reward."

—Proverbs of Solomon.

WORK WITH SCISSORS AND PEN.



Geography and History.

Geographical Review By Comparison

The writer once outlined a series of comparative studies for the pupils in the eighth grade in a large city, and the results were very satisfactory. Both teachers and pupils found an interest in the review which had previously been wanting in the re-study of continents and countries successively and in isolation, as presented in the text-book.

We sketch below a few of these comparative lessons, in full confluence of their geographic value if properly presented.

Compare (1) Greenland and Cuba; (2) Iceland and Sicily; (3) the British and Japanese Islands; (4) Korea and Nova Scotia; (5) the Scandinavian and Spanish peninsulas; (6) Alaska and Kamchatka; (7) Italy and the Malay peninsula; (8) Alaska and the Scandinavian peninsula; (9) Arabia and Spain; (10) the West Indies and the Philippine Islands; (11) Korea and Denmark; (12) Melville and Yucatan peninsulas; (13) the New England States and Texas; (14) Illinois and California; (15) Michigan (southern peninsula) and Florida; (16) Canada and Mexico; (17) California and Chili; (18) United States and Brazil; (19) United States and Europe; (20) Australia and Europe; (21) China and Russia; (22) China and the United States; (23) India and Canada; (24) France and Argentina; (25) the Mississippi and the Amazon; (26) the Nile and the Ganges; (27) the Thames and the Tiber; (28) South America and North America; (29) South America and Africa; (30) North America and Africa; (31) The Western and the Eastern continents; (32) Atlantic and Pacific oceans; (33) Atlantic and Indian oceans; (34) North Temperate and South Temperate zones; (35) Torrid and North Temperate zones; (36) North Frigid and South Frigid zones; etc.

In assigning these lessons the teacher should indicate by special topics the comparisons to be made. For example, "Compare Spain and Arabia with respect to (1) location; (2) size; (3) contour; (4) surface; (5) latitude; (6) climate; (7) rain; (8) productions; (9) people." In assigning topics special pains should be taken to select those that include facts that can be discovered from the map, or learned from the text-book if not already known. The use of the same topics in all the lessons will result in a great waste of time, as well as in indefinite results. If pupils are referred to cyclopedias for facts, the reference should be so definite that little time need be wasted in finding the desired information. It is to be kept in mind that this is review work, and the cyclopedia has a small place. It is easy in geographical instruction to overload the pupils with facts whose special value is the facility with which they are forgotten! These comparative studies will make pupils more or less familiar with physical phenomena which will be presented in a more scientific manner in physical geography.—The Art of Teaching. American Book Co

Great Industries

GUSSIE PACKARD DU BOIS.

Chocolate and Cocoa.

A story is told of the head of a prominent chocolate firm who received a call one day from a well dressed and seemingly intelligent man who said to him, "I called for a bit of information. You are among the largest dealers in cocoa; can you tell me about the amount of cocoanut you use, whether it is more or less than that used by the people who sell desiccated cocoanut?"

Another story relates that a grocery dealer of some prominence said to a young man who was making some inquiries, "I can tell you just the difference between cocoa and chocolate; one grows on a cocoa tree, and the other on a chocolate tree."

Many of us who are well informed on chocolate creams, and heartily enjoy a cup of cocoa know little about the manner of growth, and the method of preparing and marketing this delicious food.

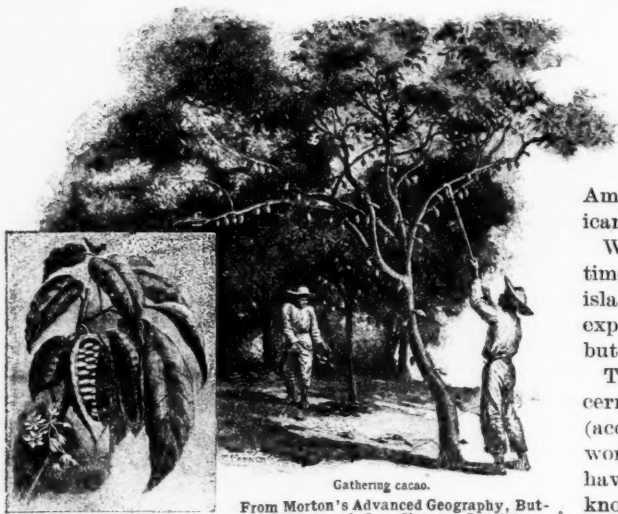
Cocoa does not grow on a cocoa tree, and this confusion of names is always puzzling to one who knows the product only in its marketable state. Even the dictionaries and encyclopedias do not make it very plain, so I will quote a comprehensive definition given in the books published by Walter Baker and Company:

Cocoa: The commercial name given (1) to the seeds of the small tropical tree known to botanists as *Theobroma Cacao*; (2) to the cracked or coarsely ground product of the roasted seeds, sometimes designated more particularly as "cocoa nibs", or "cracked cocoa"; (3) to the finely pulverized product of the roasted seeds from which a portion of the fat has been removed, sometimes designated as "breakfast cocoa," or "powdered cocoa."

Chocolate: (1) The solid or plastic mass produced by grinding to fineness the kernel of the roasted seeds of *Theobroma Cacao* without removing any of the fat, sometimes called "plain chocolate," or "bitter chocolate;" (2) the same product to which have been added sugar and various flavoring substances, sometimes known as "sweet chocolate," or "vanilla chocolate."

The name *Theobroma* [*Cacao* was given to the tree by Linnaeus because he was so fond of chocolate, *theobroma* meaning food for the gods. The tree is a native of Central America. It is an evergreen which grows to the height of fifteen or twenty feet, with drooping, bright green leaves, in shape oblong, eight or nine inches long, three inches broad, and pointed at the ends. The flowers and fruit, which it bears at all seasons of the year, grow out of the trunk and thickest part of the boughs, with stalks only an inch long. The flowers, which grow in tufts or clusters, are small, having five yellow petals on a rose-colored calyx. The fruit is a large pod, melon shaped, or like a thick cucumber, from nine inches to a foot long, or even more, and about half an inch in diameter. It is deeply furrowed outside, and green at first, but ripens into a dark yellow or yellowish brown. The rind is

thick and tough. In these pods are closely packed the seeds, which look like beans, and are imbedded in a pulp of a pleasant taste. These seeds are about as large as ordinary almonds, whitish when fresh, and bitter. When dried they are brown. The fruits are about four months in ripening, but they appear and mature the whole year thru. The tree is delicate and can not bear the full blaze of the tropical sun, so that it is always necessary to shelter it with a larger tree,



Gathering cacao.
From Morton's Advanced Geography, Butler, Sheldon & Co., Chicago, Publishers.

sometimes a banana. If left to itself it will grow to a height of forty feet, but cultivators never let it grow beyond thirteen or fifteen feet, partly that they may gather the fruit easily, partly to shield it from high winds.

A cocoa plantation is a very beautiful scene. Under the shady roof of the protecting trees the cocoa trees stand in rows with small trenches between into which, at needful intervals, the mountain streams are turned to bring moisture to trees and soil. The trees begin to bear at the age of five years, and there are two crops a year, one in June, and one at Christmas.

At the time of the Spanish invasion under Cortez in 1519 chocolate was in common use among the Mexicans, and there are some very interesting accounts of their manner of using it. It appears that the Spaniards were the first Europeans who tasted chocolate. Bernardo de Castile, who accompanied Cortez, describing one of Montezuma's banquets, says, "They brought in among the dishes above fifty great jars made of good cacao, with its froth, and drank it, the women serving them with a great deal of respect." The Indians used the berry for money as well as for food, and it was current in any market.

The Spaniards kept secret for many years their knowledge of the fruit and the manner of preparing it, selling it to the wealthy classes of Europe. For this reason it did not come into as general use in England as did tea and coffee. The Spanish monks spread the knowledge of this food by presents of it to the monks in France. It is more than one hundred and thirty years after its introduction into Spain that we first read of its use in England, a paper bearing date of June 16, 1657, mentioning it as an excellent West

Indian drink to be had in Bishopsgate Street, in Queen's Head Alley, at a Frenchman's house. About the beginning of the eighteenth century chocolate had become an exceedingly fashionable beverage, and the cocoa tree was a favorite sign and name for places of public refreshment. The first notice of its manufacture and sale in this country appears in the *Essex Gazette* of June 18, 1771; and in the "History of American Manufactures" we read that chocolate had been long made in Boston, from the large quantities obtained in the West India trade, that one factory could turn out twenty-five hundredweight daily, and a factory at Lynn made about sixty tons annually. The fishermen of Gloucester received crude cocoa in exchange for fish and other articles which they shipped to the West Indies, and to Central America, and in this way it was placed on the American market.

When Jamaica was conquered by the English, in the time of Cromwell, there were sixty estates in that island growing cocoa, which was the chief article of export. Its culture is now almost extinct in Jamaica, but is carried on in Trinidad and the Windward Isles.

The chief source of the confusion that arises concerning cocoa and cocoanut lies in the fact that cacao (accent on the long a of the second syllable) is a hard word for Northern tongues to speak, so the letters have been transposed and altered and the tree is known commercially as the cocoa tree. It is from the seeds found in the pod or fruit that we obtain our chocolate and cocoa. The pods are gathered when fully ripe, the workmen cutting them down with a large pole having a knife at the end. They are left in a heap on the ground for about twenty-four hours, when they are cut open and the seeds are taken out and cured, that is, the acid juice is drained off and they are allowed to ferment for some time, either by enclosing them in a box or covering with earth in a trench. Then they are dried in the sun and are ready to be shipped. These dried seeds have a brittle shell and a kernel consisting of two large seed leaves, something like the structure of a bean. When the seeds arrive at the factory—they are shipped in bags—the best are carefully selected, cleaned from dust and any particles of earth by ingenious machines, and roasted. Much of the flavor depends upon careful roasting, if under-roasted the flavor is not developed, if over-roasted it is bitter and harsh. The roasting loosens the shell, which is removed, and the seeds are then crushed and the fragments winnowed to carry away the lighter shells. There is a tough bit of tissue, really the hardened germs; these are separated from the rest by another delicate machine. The clean shells of the seeds are sold very cheaply and used in preparing a drink. They are called cocoa shells. The crushed fragments are called cocoa nibs, and these are the foundation of our chocolate and cocoa. They are ground by machinery into a smooth paste. For bitter, or plain chocolate, this goes directly into the moulds; if it is to be sweetened the sugar is ground with it, and if vanilla chocolate, the finest quality of vanilla beans are ground with it. This pasty mass is known to the trade as liquid chocolate. The moulding is an interesting operation. Chocolate cannot be

pressed into moulds because it sticks to the machinery that presses it, so it is shaken in. A number of moulds, each with a lump of the proper weight in it, are put into a wooden tray and placed on a table. There is an automatic arrangement connected with the table, and the shallow metal moulds immediately begin to dance a lively two-step to their own music,—or noise, until the chocolate fills them evenly and smoothly. Then they are ready to be taken to the cooling room.

Cocoa is chocolate with the oil removed. There is about fifty per cent of it oil, or cocoa butter, and for some persons this is too large a percentage for easy digestion. The ground fragments of roasted seeds are subjected to hydraulic pressure, and after a certain amount of the oil is removed the pressed mass is so treated that it can be passed thru a sieve, and the result is cocoa powder, the finest possible powder of the best chocolate seeds, freed from excess of oil.

The word chocolate is from the Mexican *chocolatl*, *atl* in Mexican words signifying water. As to the first part of the word one writer says it signifies noise, and that the drink was so named because it was beaten to a froth before being drunk. Another says the word imitates the clashing sound of stones beating the seeds to powder.

The only flavor that blends perfectly with chocolate is vanilla, and it is a curious fact that the Spaniards found the Mexicans grinding or pounding the vanilla bean and chocolate together and this is the method used today in the best mills. Of course the machinery of today is very ingenious and perfect, while the Mexicans used a broad stone called a *metate*. There were some curious little instruments called *molinets* consisting of handles with knobs on the ends, which were used to beat the chocolate to a froth just before it was poured into the cup. This shows that they understood also the proper method of preparing the drink, which should always be beaten to a froth, adding the milk slowly. However, we prefer a good egg-beater these days to a *molinet*.

Chocolate is very nourishing. Albuminoids, that is to say, substances resembling in a general way the albumen of an egg, occur in the seeds as in other seeds, and in a somewhat larger amount, ranging from fifteen to twenty per cent. There is about fifty per cent of oil or fat, and eight to ten per cent of starch. A pound and a half of the unprepared seed, cocoa nibs, contains five ounces of flesh-forming matter, being equivalent to more than two pounds of fine wheat flour, or nearly five pounds of rice, or twenty-one pounds of potatoes. There is a slightly exhilarating or stimulating property just as there is in coffee. It is called theobromine, in tea it is theine, and in coffee caffeine.

The heads of the naval and military departments in England have been so impressed with the superior nutriment of cocoa that it is served out two or three times a week to regular soldiers, and daily to sailors, and on Queen Victoria's last Christmas she sent among other things a cake of chocolate to each soldier in South Africa.

The Spaniards have such a good opinion of it that "to be denied one's very chocolate" is with them a proverb expressive of the most abject poverty.

Few articles are more liable to adulteration than cocoa. When dry cocoa placed on the tongue and rubbed against the roof of the mouth grates against the palate, and has a chalky or earthy flavor, or the spoon grates against the sediment at the bottom of the cup, reject it, for this shows the presence of mineral matter. Absolutely pure cocoa will not thicken on being boiled; the thickening betokens the presence of starch.

Neither chocolate nor cocoa is properly cooked by having boiling water poured over it; this only holds the powder in solution, and while it can be assimilated as it is when eaten raw, the full, fine flavor requires that it should be boiled for a few minutes. Both will be more easily digested if the milk is heated separately, not boiled, and added slowly, little by little, beating well at the same time.

During the last twenty years the cocoa crop has about doubled, and the larger part of this increase has been used in the United States, Great Britain, and Germany. The total amount of crude cocoa exported from the tropical regions where it is grown is about 150,000,000 pounds per annum. Guyana, Ecuador, heads the list, Trinidad comes next. The African crop has developed rapidly in recent years. Other countries from which supplies are had are Venezuela, Grenada, Hayti, Cuba, Ceylon, Para, Bahia, Surinam, Martinique, Guadeloupe, Java, Dominica, St. Lucia, and Jamaica.

The beautiful picture, "*La Belle Chocolatiere*," was painted by the Swiss artist Jean Etienne Liotard, of Geneva, 1702-1789.

AUSTRIA SENDS INDUSTRIAL COMMISSIONER.

The Commissioner sent by France to study the industrial methods of the United States has arrived in this country; and now, it seems, he is to be followed by a commissioner from Austria on the same errand.

Baron Joseph Von Schwegel is coming from Austria, and will study the methods of "trust" organizations of capital in particular. He is a member of the Austrian Parliament and the leader of the German party in that body. The Baron is chairman of the imperial committee on railroads and chairman also of the bureau of foreign commerce—whence his interest in American industrial institutions. He is one of the most notable public men in Austria, and is interesting because he began his career as a poor boy left to his own devices for the getting of an education. Entering the consular service, he rose rapidly and was at last created privy councillor of the empire and a baron. His nephew, Dr. Hans Schwegel, is the acting Austrian consul in Chicago, and it is expected that the distinguished visitor will spend some time with Dr. Schwegel investigating local industries.

Thou must be true thyself,

If thou the truth would'st teach;

The soul must overflow if thou

Another's soul would'st reach.

It needs the overflow of heart

To give the lips full speech.—Bonar.

Nature Study.

A Physiology Lesson

Digestion by the Gastric Juice.

We found the saliva of the mouth to act upon the starchy foods, changing them to sugar. But as saliva has no effect upon proteid foods, nature has supplied another juice in the stomach to do this work.

The food, when it is swallowed, takes down into the stomach a quantity of saliva which carries on the starch digestion. The gastric juice of the stomach does not begin to flow until after the stomach is stimulated by the presence of food; and, as it collects slowly, it gives the saliva time to go on with its work on the starchy foods.

If we test the saliva, we find it alkaline, that is, like

soda; but if we test gastric juice, we find it acid. You know when we put sour milk and soda together, one counteracts the other. This is true of any alkali and acid. After enough of the acid gastric juice has collected to neutralize the alkaline saliva, the latter can no longer do any work. Then the gastric juice begins its work upon the proteids.

During the half or three quarters of an hour in which the saliva can work before the gastric juice has made the stomach too acid, only a small portion of the starchy foods has been digested; the rest passes on into the intestines.

If the food has been well cooked and thoroly masticated, so that the gastric juice can get at every particle, the work goes on faster and with greater ease.

When we eat sugar, we are relieving the saliva of its work by eating food already changed; and when we eat peptonized foods, digested proteid food, or peptone, we are relieving the gastric juice of its labor.

The gastric juice is secreted by the gastric glands (Fig. 26). These are in the mucous membrane of the stomach. Those at the cardiac end of the stomach differ from those in the pyloric end in having border

A Neat Paper in Writing, Drawing and Nature Study

BY A THIRD GRADE PUPIL



cells which secrete acid. The gastric juice contains both acid and pepsin.

Experiments

Get a pig's stomach from the stockyards, or from the village slaughterhouse. The stomach of a pig is very similar in size and structure to that of a man. Cut it open, rinse it off, and make a careful study of the coats, and of the mucous membrane. Draw figure and make a full description in your notebook.

2. With an old table knife or a strong spoon scrape the mucous membrane of the stomach, saving the slimy scrapings in a pint jar. Add water enough nearly to fill the jar, stir or shake vigorously for several minutes, add the juice of a lemon to take the place of the acid which the gastric glands of the stomach usually secrete. Label this: Gastric Secretion.

3. Buy five cents worth of pepsin from the druggist, put it into a pint jar, add the juice of a lemon, and fill the jar with water; shake thoroly, and label: Artificial Gastric Juice.

4. Cut or tear off some fine stringlike shreds from a piece of raw steak. Put two or three of these into a test tube with the artificial gastric juice and keep warm for fifteen minutes, noting very carefully all changes. Repeat with gastric secretion.

5. Digest a very soft-boiled egg with the two different preparations of gastric juice.

6. Try starch paste and a piece of fat to see if gastric juice will digest either.—Hall's Elementary Physiology. American Book Co.



FIG. 26. — A peptic gland, from cardiac end of stomach. Very much magnified. A, central or chief cells, which make pepsin; B, border or parietal cells, which make acid. [From Miller's *Histology*.]

Winter Nature Study Course

USED IN ALBANY TEACHERS' TRAINING SCHOOL.

This arrangement has not been given in detail for the months that greater freedom of subject and treatment may be allowed each teacher. Elementary science work is omitted after the fourth year, being carried on in connection with the geography. The nature work is made the basis of the daily morning talks at the beginning of the school day in all the grades.

FIRST GRADE.

Effects of Frost.

- a. on animal life.
- b. on garden soil.
- c. on water. Ice, snow.

Ice Cutting.

Eskimos.

Winter Bird Study—English Sparrow.

Study Pine Tree.

shape, needles, odor of broken needles, cones, seed.

Study of the Cow.

- a. characteristics.
- b. use to man.
- c. simple study of milk.
- d. butter and cheese.

Study of the Sheep.

- a. characteristics.
- b. use to man.
- c. clothing.
- d. compare with cow.

SECOND GRADE

Effect of Frost.

- a. on life.
- b. on soil.
- c. on water.
- d. on rocks.

How Rocks Break Apart.

Water—Snow—Ice.

Protection of Snow to Plants and Animals.

Study of the Spruce Tree.

Review Pine Tree.

Study the Horse.

Study the Squirrel.

Winter Bird—Chickadee.

Limestone—Sandstone.

THIRD GRADE.

Effect of Frost.

- a. on life.
- b. on rocks.
- c. on water.

Study the Hemlock Tree.

Review Pine Tree, Spruce Tree.

Forms of Water.

Fog, Dew, Vapor, Rain, Snow.

Study of the Stars.

The Cat Family.

Fish and How They Live.

Winter Bird—Blue Jay.

Limestone—Sandstone—Granite.

Lumbering.

FOURTH GRADE.

Study of the Silkworm.

Sun and Moon Compared.

Winter Bird—Hawk.

Limestone—Sandstone—Granite.

Study Cedar Tree.

Review Pine Tree, Spruce, Hemlock.

The Dog Family.

Iron and Steel.

FIFTH GRADE.

Study of the Balsam Fir.

Review Pine, Spruce, Hemlock, Cedar.

Life History of Clam and Oyster.

Starfish—Corals.

Graphite—Salt.

Winter Bird—Screech Owl.

Study of Wood-Knots.

Quartz—Mica—Feldspar in Rocks.

Common Minerals.

Their occurrence, formation, properties, manufacture, use.

SIXTH GRADE.

Study Different Pines.

Review Spruce, Hemlock, Cedar, Balsam.

Crab, Lobster, Crayfish.

Sponges.

Coal and its Formation.

Bird Study—Eagle.

Building Stones.

Study of Minerals.

Copper, Lead, Tin.

Two kinds of knowledge are indispensable to the teacher. The first is a thoro knowledge of the subjects he teaches; the second is a conscious knowledge of the fundamental laws that govern the development of mind.

Without ample knowledge of the subject teaching—tact is impossible. An explanation that pupils cannot understand on account of the teacher's scanty knowledge of the subject and the verbose and slovenly language used discourages pupils. To teach effectively, the teacher must know his subject, and must use clear and concise language in explanations and illustrations. Conscious ignorance of the subject dampens the teacher's enthusiasm and weakens the pupil's confidence.—J. N. Patrick.

How a Bird Goes to Bed

All the pigeons and fowl forms roost with their breasts flat down upon the perch or surface beneath them. All the former roost in trees or holes, perhaps, having a good perching foot. Grouses usually sit a little apart from each other on the ground. When the snow is deep each may make him a kind of burrow in the drifts in winter.

One branch of the Fowl group have a very good, long, low down rear toe like a pigeon, and are quite arboreal—some of them, as the curassows, even nesting in trees.

Many of the oceanic water birds roost on rocks at regular places, others on the water doubtless, and some, as the petrels, albatrosses, etc., must be able to sleep a little while flying or else do without sleep for considerable periods, since they have been known to follow slow-going vessels for great lengths of time.

The Goose-duck groups sleep sometimes floating on water, often squatting at its edge. Sometimes they may squat simply on the feeding ground in fields, but usually they have favorite couches, at least during the winter season, to which they will travel—often after dark—as much as a hundred miles, coming back next day to a favorite larder. There are some exceptions to these methods.

The plovers sleep variously, but all out of trees of course. The waders generally sleep standing—usually on one leg, since one is found often much stronger than the other. Some are said to have a locking mechanism to prevent the joint bending while asleep. Storks, however, rest in a squatting position at times. Many ducks and geese also rest standing on one foot with the head under the wing. There can be little doubt that many of these birds have sentinels that

watch while others sleep. All birds, however, are light sleepers and are apt to cry out or fly at the least sign of danger.

The birds of prey have the peculiarity of roosting standing on both feet, never allowing the body to touch the perch. In the great capacity of their tendon arrangement for grasping, a crouch brings, perhaps, a painful tension on their toes, or they may inherit their standing tendencies from heronlike ancestors.

It is of course well known that some parrots suspend themselves head downward from boughs during sleep and that others sleep hanging by the hooks of their beaks on the insides of cavities. Swifts and woodpeckers sleep in cavities usually in the upright position, braced by toes and spinous tail feathers.

As noted, the Passeres (singing birds) all sleep sitting, tho some squat on the ground. It is not possible to attempt here the roosting habits of all such as are known even, and some general statements must suffice.

Under the edges of hay and fodder stacks, in dense cedars or other evergreen trees, in the midst of dense dead leaves still clinging to their branches, at tangling intersections of bare vines and in any place where there is the combination of concealment and the scantiest protection from wind or rain, you may expect to find a little feathered sleeper. Sometimes these places are used only once, and again they may be resorted to for a few successive nights or for all winter. It may be noticed that if you simply scare the bird away from his couch in passing, he will resume it when you are gone.

Of course, some birds, as rooks, crows, many sea birds or others, have definite rookeries, used for long periods. Even our blackbirds show their kinship crowwards by their selection in late summer of a constant location for sleeping. But many others lodge—trampoline—wherever night overtakes them. This is necessarily the case while migrating, when birds stop at night.

Birds go to bed in various ways, and even in the same tree select different locations on different nights. Thus, turkeys seem to deliberate a long time about flying up, and blackbirds sit around and seem to quarrel a long time about favorite berths, but a house wren jumps into a tree crotch like a boy into a cold couch, has his head under his wing, and is asleep in ten seconds.

Quails and grouses sometimes walk to their couch and sometimes fly to the region of it with a low, soft, noiseless flight, that their enemies may not hear them or be able to trail them.

Besides the placing of the head under the wing practiced by many birds, many small sleepers make special dispositions of their plumage as a sort of night robe. They usually fluff it up till their shape is much changed. It has been asserted that this is done to prevent their heat's radiation, but it is more likely a simple protective measure whereby the appearance of the body is made quite unbirdlike at least, and often very like a knot on the limb. A few birds feel safer on a bare perch where they can see around well, as turkey vultures and others.—The Story of the Birds. D. Appleton & Co.

Child Study.

Suppression Versus Expression

MARY E. FITZGERALD.

"The social liberties of the American child constitute one of the evils of this country," says a writer in the *Ladies' Home Journal*, and so say I," asserted Miss Hackett.

"And so say I," echoed Miss Stetler, "for I was invited out to tea recently where the five-year-old daughter of the house and a guest's son, the same age, paved my way to heaven, since I surely went thru years of Purgatory there. The children had a small table to themselves and the shrieks of forced laughter and the yells proceeding therefrom put an end to all attempts at conversation."

"Darling, don't make so much noise," said the hostess gently."

"O, mamma, let her enjoy herself," said the host. And so she did enjoy herself, but what about the rest of us? Even the host's brow was tied into nervous knots as he endeavored to make himself heard above the hubbub. As for me I felt my lips growing tighter and tighter and all the school ma'am in me rising until I absolutely feared I would say something."

"Why didn't you?" inquired Miss Hackett laughing. "It isn't much like you to keep still under provocation."

"Because experience has taught me that if I want to be a social success I must stop teaching outside of the schoolhouse. It wouldn't have done any good any way, because no one could have heard me," she replied philosophically.

"I suppose the mother was what some one calls 'A half-baked graduate of a Child Study Course,'" said Miss Hackett. "It's rather a pity more parents don't take a course on the nervous system. The children you speak of must have been in a fine condition mentally and physically to go to bed."

"Alice's cheeks were flaming, her eyes dancing, and her arms and legs twitching. I thought her in the first stages of St. Vitus's dance but I suppose her father considered these demonstrations signs of excessive enjoyment. The mother of the little boy really looked distressed and made a feeble effort to reduce him to order. When the pair began to jump over our feet she announced she must go home. I had a nervous headache, and have accepted my last invitation to that house. I must say that the next day I appreciated the order and quiet of my well-behaved little flock."

"Let me tell you about a young German-American mother I met," said Miss Bals. "She had two beautiful boys of nine and eleven years of age. Everyone had something to say in praise of them, they were such marked contrasts to the other children. One day Eddie, sitting among the elders, gave an opinion.

He was sent instantly from the room and went without a protest.

"After his mother had left the circle there was a storm of criticism. The young matrons and the maids, young and old, thought her cruel to treat 'lovely Eddie' so. The happy grandmother of the three worst-behaved children in camp defended her. She said we ought to thank Heaven for one woman who had sense enough to know that she didn't have sense enough to understand Child Study, so depended upon her God-given instinct to bring up her children to obey instantly and respect their elders so their days might be long in the land. She wished her daughter Laura had been there to take a lesson. Perhaps then some one would be able to make an observation without being contradicted or questioned to the point of distraction.

"Some one asked her in a shocked voice if she did not believe in Child Study. 'Not from a book,' she said, 'unless the student has a liberal education and an extra supply of common sense. Some women are as fitted to apply the teachings as they would be to perform an amputation from reading the directions.' She recommended us to read 'Captains Courageous,' as the finest exposition of Child Study to be found. The author shows what effect on character implicit obedience has.

"One woman whose child, under all circumstances, occupied the center of the stage, so to speak, asked her sarcastically if she would permit children to speak at all.

"Not unless they have something to say more instructive or more interesting than their elders, and I have never found any that have," she said promptly.

"Then she told of a home in England to which she had been invited for a 'meat supper.' The children were not at the table but were brought in afterwards and introduced. They had charming manners, answered questions brightly and quickly, with a self-possession and a deferential manner entirely unknown to American children. After half an hour or so they were dismissed and made their adieux very prettily. 'And that is a branch of education much neglected in America,' she added. 'Children here never make their adieux. Like the poor, we have them always with us.'

"You can imagine what the mothers thought and said when she left the room. Each wondered uneasily if she came up to Madam Cooper's standard for a student of Child Study. I noticed some parents really trying to suppress their children after that, but I couldn't see that the effort was successful. Yet, seed had been sown at any rate."

"But," said Miss Hackett, "I really think children ought not to be entirely suppressed. One extreme is as bad as the other."

"If you had to make a choice which children would you choose to summer with?" asked Miss Hill.

"O, the German-American children, of course. But there is a medium."

"Yes, there is; but few mothers understand just where it is. I think children seek the society of their elders simply to be noticed or flattered. Eddie, I warrant you, didn't long to be with the grown-ups after his set down," said Miss Hill.

"But really, outside of school, you know, a child ought to let out what's in him. It makes my heart ache to think of Eddie"

"Cheer up then," said Miss Bals. "I came upon the boys and their father and mother in the woods one day and a happier or noisier group you never saw. Eddie was teaching his mother how to shoot an air gun and they were having as much fun as if they were of the same age. I had a little lunch with them and the two boys chattered like a couple of monkeys; they told stories and jokes and Eddie described, with a great deal of appreciation, the sorry figure his father cut when he fell into the water attempting to land the trunk of a tree. The rule with that family seemed to be, that if the children sought the society of the grown-up they were to be seen and not heard; but if the case was reversed they could be both seen and heard to any extent."

"Well," said Miss Hackett, "this unlimited freedom at home is doing a great deal of mischief in school. It used to be, and ought to be now, a criminal offense to say 'smart things' to the teacher, or to answer back. But since the individuality is to be developed even at the expense of fifty children we are counted tyrants if we object to listening, even if the questions are superfluous and asked, in many cases, to waste time. My Child Study never taught me that that kind of freedom was desirable. I'm tired of it. Besides, how do we know the individuality is worth anything anyway? I think it is with their individuality as it is with their writing. We teach them all by the same method and no two write alike."

"So am I tired of listening to every thing the child has to say. You know Allen?" appealing to the group.

"That we do, to our sorrow," said Miss Hackett.

"Today I said to him, 'I think four times in one week often enough to fail on one word; suppose you learn how to spell 'recite' before another lesson.' In ye olden tyme Allen would have said nothing but would have busied himself learning the word, but he replied: 'Why, Miss Hill, I spelled it just as it is written on the board.'"

"I called him to me and it took five minutes for him to discover that an 's' wouldn't do in place of a 'c'. I hope the lesson developed something beside a spirit of contrariness, but what of the time of the other fifty children?"

"Why do you waste any time on him?" asked Miss Black. "He isn't worth it."

"Just because his mother, who had been taking a course in Child Study, and can't write a note properly, complained to the superintendent that Allen's teachers never gave him a chance to tell his ideas and really they were worth listening to. They were so original that they filled her with rapture and amazement. The superintendent suggested that I 'give him a chance' and I have wasted more time listening to his maunderings. I wonder the parents of the other children don't rebel. However, I took notes of his wonderful remarks yesterday and also of the amount of time spent in listening to them, and I shall present them to the superintendent. I can't keep my position and develop Allen's individuality, too, so tomorrow back he goes to monastic silence. The other children have adopted his tactics also. Lessons play a very unimportant part in my room nowadays."

"I have two rules and only two, in my room," said Miss Black. "One is 'All talking to be done to the teacher;' the other, 'Answer when you are spoken to

and let your answer be yea and nay oftener than anything else'," which elicited the inquiry: "Doesn't any bright or would-be-bright pupil obey your rule literally in lessons?"

"O yes. I consider the setting of those bright pupils right part of my first week's work. I don't argue or explain when they tell me they are obeying the rule. I simply consider the recitation a failure. Their intellects, however limited, are equal to the strain of understanding just when to say much and when to say little, after a few failures."

"Well, it certainly is a great problem," said Miss Hackett, looking worried. "I do think a child should have freedom of speech, but my experience has been that the ones who have the least to say think the most."

"Yes, it's words, words, words and no ideas," said Miss Hill. "I have tried expression; now I am going to try suppression. We can not develop the individuality of fifty-five by allowing two or three all the time they want, so I am going to see what can be done in silence. No two of us are anyway alike and we were developed in schools where a whisper was a 'capital offense,' as Miss Hackett says."

"If the parents would only apply 'Child Study' precepts intelligently, what a help it would be," said Miss Hackett.

"Why not give them a few lessons yourself?" suggested Miss Phelps, who had just come in. "You certainly have made a thoro study of the subject and every day would supply you with practical illustrations. Try it."

Miss Hackett looked startled, then meditative. You can observe the result of this suggestion any Friday afternoon by going to a certain school where you will find a large number of attentive listeners and hear a bright, breezy, practical discussion of Child Study problems. You will also see each teacher holding a little court and getting acquainted with her "constituents", so to speak, and perhaps that solves the difficulties better than any lecture or any study could.

Testing Value of Sense Training

It is now very generally admitted that one function of education is sense training. To this end there has been introduced into the curriculum nature study, music, drawing, constructive work, as the manual training, etc. While it is not intended to suggest that the whole utility of these studies lies in sense training, it is that factor of them, which I am now considering. The wood-working now done in manual training is not intended to fit the pupils for the carpenter trade, nor could it accomplish this. It does train the eye to measure actual and comparative distances; it does train the tactile sense; it does train the muscular sense and the joint sense. Large sums of money are spent annually to secure this training, and it is necessary to determine whether the work done trains as it is supposed to. The products of the work in a crude way determine this question, but it can be determined with much greater nicety and accuracy by properly arranged senses tests in the hands of an observer whose psychological information gives him a full knowledge of the extent, varieties and the limitations of the senses under examination. Such examinations applied to groups of pupils will furnish reliable data from which to judge of the efficacy of the various forms of manual training, to determine the good and the bad elements in the work, and in general to fix the pedagogical value, and therefore the commercial value, of the whole work or any of its parts.—*Child Study Monthly*.

The Institute.

Lectures on Primary and Grammar Grade Work.

By Dr. EDWARD McLOUGHLIN.

The heavy work of the day should be done in the forenoon. Why? Because the body is fresher, stronger and more vigorous in the forenoon, so it should be given heavy work to do in the forenoon. The afternoon session should be shorter than the forenoon. This is based on the psychological fact that the brain or mind is more or less wearied in the afternoon. It cannot give the attention in the afternoon that it can in the forenoon. Better stop work unless we can have attention. The afternoon should be shorter. The mind should have more rest. The teacher must have more resources, greater tact and skill and be more on the alert, more versatile to keep up attention. Attention is essential to teaching, and no teaching exercises should be continued after the mind becomes dull. Such procedure is not only wrong, but produces serious and irreparable injury. Attention involves nervous action and taxes nervous energy. When nervous energy is reduced the power of attention disappears. When nervous energy is exhausted, the power of attention is destroyed.

ATTENTION CANNOT BE COMPELLED.

Then why tarry to hold it when you cannot do it? Teachers cannot compel attention of pupils. You may secure it in many ways, but you cannot compel it. Teachers may compel pupils to look or listen, or to seem to look or listen, but attention is not a thing of the eye or ear,—it is a thing of the mind. Are you sure of the mind,—are you sure that the pupil who is looking right at you is giving you his attention? Attention is not in the eye. His two eyes may be straight upon you, but his attention may be outside. You say to a pupil, "John, listen to me!" John is way off out there! John's attention is at home. John may do what he pleases with his ideas. You cannot compel John to give you his attention. Why try to do an impossible thing?

THE MEANS OF SECURING ATTENTION.

Instead of compelling John to give you his attention—instead of commanding him to give you his attention—you must get it in some other way. (Children like to fool us.) You know how John smiles when you try to compel his attention—he thinks that you think he is giving attention. When it comes to fool a teacher, not a boy or girl is stupid. "Get your lessons, sir, or I'll grade you down!" is a poor expedient. Now, you think about that! When the attention becomes weak and weary, stop the recitation. If twenty or thirty minutes have gone by, and the attention of the class is gone—or they have been giving such good attention that the mind is now worn and weary—it is a difficult thing to force attention—an impossible thing! Stop the recitation. You might ask me how long should reading recitations, geography recitation, etc., last, and I might state, in a general way, that one-half hour is a good period. Continue no recitation after you have lost the interest of the pupils. Stop the recitation—do something else. Do nothing rather than try to continue a recitation where the interest is gone, the attention lost. Tell a story. All teachers should be good story tellers. Sing a song. Every teacher should be able to sing a song.

NO LEARNING WITHOUT ATTENTION.

Without attention there can be no learning. Memory depends upon attention. Poor memories result from indistinct perceptions. John saw something coming to school. Question him about it. He is not able to tell. He didn't see it right. This is due to the fact that his observation, his attention was not close and careful. Attention not only increases knowledge, it adds to the power of gaining knowledge. Mind growth cannot be secured by excessive measures. Interest need not be immediate to gain and hold attention. It is not necessary, for there is interest somewhere, even though it be in the hazy distance. Even drudgery loses its offensiveness and

becomes healthful in view of succeeding interest. A man working in the gutter, works with joy, toils with pleasure because of the interest that is to succeed his work. The attention with which we do anything, the success with which we accomplish any undertaking in life is generally, if not entirely, due to the fact that there is interest somewhere along the line, either here or there. Pupils are not capable of long and continued attention, and instead of expecting it, the teachers should train themselves to tact in keeping the attention.

CONSIDERATION FOR YOUNG PUPILS.

First grade pupils are not able to give attention for any length of time,—they are constantly hopping from one thing to another. The recitation of the first grade, therefore, should be very short, and frequently changed. Take the same thing in the forenoon and afternoon, but only for a few minutes at a time. How many times should these pupils read in a day? Just once? Four or five times a day. In the forenoon, five minutes, now, five minutes again, ten minutes now, and ten minutes again. The recitation should be divided according to the attention. Attention may be trained and cultivated. It is the basis of all we do in school and out of school. Attention is based upon interest. We hold attention as long as we hold interest.

TEACH MOTIVE FOR DOING.

Later in life, the will-power comes in play. The will-power of the pupil must be trained. Too many teachers fail to discipline the will. Best discipline is based upon the will. In order to make your teaching successful, bring before your class interesting and profitable things. To explain: I said to some of my pupils one day—I had an excellent opportunity—"Going to school one morning, a well-dressed man asked me to read what was on the sign of a vacant lot. I read it to him and he thanked me. That man cannot get along alone in this world. That man is a beggar in a certain sense." Having told the story to them, I said, "Have you no motive to read?" "When a certain person receives a letter from a friend, she must go to another friend—others must read it for her." You want to take a certain car to the city. You cannot read! There is no motive to read! The world is full of motives to induce your pupils to read. So in number work. Pupils must see the importance. I will guarantee to say that no pupil will find uninteresting that in which he can see some value to himself.

TELL WHY DIFFERENT SUBJECTS ARE TAUGHT

Present the subject so as to awaken thought. Teach subjects of instruction in such a way as to commend them to the pupils. When teachers do not definitely know why they teach grammar, geography, history, drawing, music, is it any wonder that the pupils do not know why they study them? Why do you teach grammar? Why do you teach geography? Because you are paid for it? Not at all. Why do you teach arithmetic? Every teacher must have a clear-cut purpose for teaching every one of these things and then she can train pupils to study them with a purpose. Is it any wonder that pupils do not know why they study? Why did you teach arithmetic? How can a teacher commend to pupils that which never commended itself to them? Is it any wonder that pupils prefer the joyousness of nature, the charm of the field, the voice of the stream, to the purposeless tasks of the school? Is it any wonder that pupils leave school value of—even the commercial value of education? to work when they have never been made to feel the value of,—even the commercial value of education.

ANOTHER AID TO HOLDING THE ATTENTION.

Interrupt your recitations by frequent and impromptu questions, such as, "What did I say just now?"

Ask question first and then call upon pupils. "Lucy, what did I ask John?" "What question did I ask last?" "What question did I ask Mary?" Do not repeat the question a second time, as this cultivates inattention. If John is inattentive, and does not know my question, I say, "What question did I ask John, Lucy?" "What did I say now?" Question pupils promiscuously, and not in succession. If you ask a question a second time, and then ask another question a second time, when George says,

"I don't understand," you are training for inattention. If a question is asked, it is the business of every person in that room to know what that question is. Never question pupils in succession. Call on different pupils to answer the same question without repeating, for instance, "What is the capital of Austria, James?" James stand to recite. Answer the same question, George, answer the same question. That keeps George's attention. Surprise, etc. Train the members of the class to ask many questions themselves. Stir up rivalry in class work. Ask questions promptly and require prompt answers. Keep pupils curiously alive. Surprise inattentive pupils by unexpected questions.

KNOW THE CAPACITY OF YOUR PUPILS.

Try to know the capacity of your pupils. Adapt your

lessons to their capacity. How in the world can you expect to have attention when your lessons are above their powers of comprehension? Be cheerful, yet earnest and enthusiastic. A lively, enthusiastic teacher makes a lively, enthusiastic school. An interesting teacher, an interesting school. Put text-book aside. Exchange the living (substitute yourself for the author), for the dead. Formulate your own questions—substitute yourself for the author. Children do not care for dead things. They like to see things full of life. Give first-hand facts instead of second-hand facts. Look to the health and physical comfort of your pupils because they make attention possible. Teach your pupils how to study. Never resort to sharp criticism and sarcasm. They dissipate attention and prevent thought.

Publishers' Notices.

FIRE ESCAPE FOR ORPHAN'S HOME.

St. Vincent's Orphan Home at Louisville, Ky., have just had completed a Kirker-Bender slide fire escape manufactured by the Dow Wire Works Co. This is the second fire escape of this kind that St. Vincent's Home has bought. The first one was put on the old home from which they have recently moved. The St. Vincent's Home is conducted on practical plans and they believe in having the very best of everything for the children. They have recently completed a large new building at their new site near Crescent Hill and are now arranging for another addition on which they will put another Kirker-Bender fire escape. These escapes are very novel in their construction, very rapid in emptying a building, and absolutely safe. Anyone interested in salvation from fire would do well to address the Dow Wire Works Co., Louisville, Kentucky.

* * *

Professor J. A. Lyons, who contributes an article on commercial course work, to this number of The Journal, was honored at the recent session of the National Federation of Commercial Teachers held in St. Louis, with election to the presidency of the association. Professor Lyons is an acknowledged leader among Commercial educators of the country, and through his connection with the Metropolitan Business College of Chicago and the well-known Commercial text-book firm of Powers & Lyons, has done much to advance the standard of commercial course work.

* * *

The three book series "Exposition of Christian Doctrine" by a Seminary Professor, published by John Joseph McVey, Philadelphia, is a work that will interest our readers. A full prospectus may be had on application, or the work itself will be sent for examination to those desiring it.

* * *

Successful educators, recognize the importance of presenting the young with good thoughts in art as well as good thoughts in literature. There is no better language exercise than that of presenting the pupils with some well selected and suggestive art illustrations and then requiring them to write compositions on the thoughts expressed.

Messrs. D. A. McBride & Co., New York, deserve credit for the incentive and help which they give to this work in their new "Art and Composition Books."

* * *

After quarter a century at 9-13 Tremont Place, Boston, Messrs. Ginn & Company, the successful text-book publishers are now occupying the large and handsome structure at 29 Beacon street. The new offices are on the site of the historic John Hancock House.

Messrs. Ginn & Company, Boston, announce the appearance within a few months of an important series of supplementary readers to be called The Youth's Companion Series. The volumes of this series are compiled by special arrangement with Perry Mason & Co., for the right to republish in book form the material that has appeared and is now appearing in The Youth's Companion.

A. P. A.'S LOSE THEIR CASE.

A decision was filed on Dec. 21 by Justice Dunwell of the Supreme Court of New York, which is a signal defeat for James Sargent, the lock manufacturer, and the American Protective Association, who brought an action in equity to obtain a permanent injunction, denying to the nuns who teach at St. Mary's Catholic Orphan Boys' Asylum at Rochester, their salaries from that city. The decision is a complete victory for the city and for the teachers at the asylum, as Justice Dunwell directs judgment in their favor, denies an injunction and dismisses Sargent's complaint. Sargent has all along announced his intention of appealing the case to the Court of Appeals, so it is assumed that he will do as he has threatened.

The action was brought by Mr. Sargent under section 4 of Article IX. of the State Constitution, and he argued that under that provision no city money could be diverted for religious purposes. His lawyer offered proof along this line. Corporation Counsel French, for the city, controverted this position by showing that no funds were being used illegally, as the institution was entitled to receive money for the care and education of orphans. Former Speaker of the Assembly James M. E. O'Grady, who represented the orphan asylum, argued that under section 14, Article VIII., of the State Constitution an or-

phan asylum is entitled to state and city aid, express provision for which is made in the Constitution.

Justice Dunwell held that all these questions were passed upon by Justice Rich when he denied a temporary injunction, and he suggested that the only question left open was whether the money paid to the nuns was used for maintenance of the asylum. In his decision filed today Justice Dunwell holds that the St. Mary's Orphan Boys' Asylum and other institutions controlled by religious bodies in Rochester and throughout the State of New York are entitled to receive school money for the education of the children.

MGR. SCALABRINI'S VIEWS.

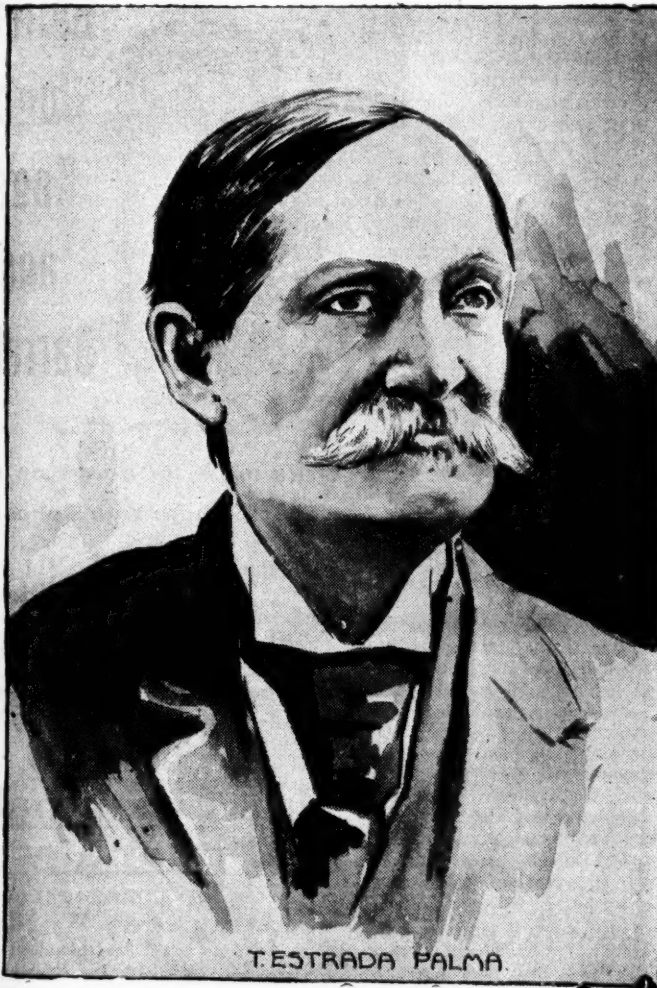
A lengthy interview which Bishop Scalabrini has accorded to Sig. Belcredi, a prominent Liberal journalist and which appears in the official Italian paper is one of the indications that the Italian state will at least give a more adequate support to the religious aid offered to the emigrants from this country to the United States, says Dr. Croke in The Catholic Standard.

In the interview Mgr. Scalabrini speaks of the growing esteem for the Italian element in America, and cites as instances his reception by the Catholic Club of New York and his conversation with President Roosevelt. "The Catholic Club," he is quoted as saying, "comprises the quintessence of American Catholics, who never showed themselves very favorably disposed towards Italy, and I, in accepting the gracious invitation, feared lest certain prejudices might appear. On the reverse, in the speeches with which I was greeted, Italy and our immigration were spoken of with feelings of admiration and profound respect, and this moved me deeply, and I am grateful to the eminent men who direct that colossal club."

Towards the end of the interview the bishop said: "I found everywhere a manifestation of religious and patriotic enthusiasm and I became more convinced than ever that our emigrants must preserve their nationality in order to keep to the Catholic religion, which would otherwise be lost, and vice versa. Religion and the fatherland are inseparable. The emigrant must everywhere find our Church and our school." It now depends upon the Foreign Office to display energy in this field, where its efforts will be heartily seconded by the Catholic Church.

Events of the Month in Review.

Political, Economic, Religious and Educational.



Senor Tomaso Estrada Palma was elected first President of Cuba on Dec. 31, by a practically unanimous vote. General Maso, who had also been a candidate, gave up the fight early, again illustrating what was shown in the first Porto Rican election, that the Latin-Americans have not the zeal for continuing a political contest which they regard as hopeless. The formal election

of Senor Palma does not take place until Feb. 24, when the electors just chosen meet, after the American fashion, to give their votes as an electoral college for president and vice-president. Senor Palma, who was long at the head of the Cuban junta in this country, and is now living in New York, is friendly to the United States, and may be counted on to pursue a conciliatory policy.

The expected changes in the cabinet as a result of the succession of Vice-President Roosevelt to the office of Chief Executive, are not as rapid or as sweeping as some had predicted, or as they were in the case of the succession of President Arthur, when all seven members of the Garfield cabinet resigned within six months.

Thus far the only changes that have occurred have been in the offices of Secretary of the Treasury and Postmaster General. In the former, Governor Leslie M. Shaw of Iowa, succeeding Secretary Gage, and in the latter Henry C.

Payne of Wisconsin succeeding Secretary Wilson. The portfolio given to Gov. Shaw, was first offered to Gov. Crane of Massachusetts, but he declined for business reasons. In each selection Mr. Roosevelt showed himself indifferent to geographical considerations, both selections violating the unwritten law that not more than one cabinet office shall come from one state.

The new secretary of the treasury has announced himself as in favor of an elastic currency based on the paid up capital of the banks. The new postmaster general, has been prominent in

national republican councils for years, and was the associate of Mark Hanna, in the management of the last national campaign. There are rumors of Secretary Long's early retirement from the Cabinet, some attempts being made to bring in the Schley controversy as a factor in the case.

* * *

Representative Cooper of Wisconsin, chairman of the House committee on insular affairs, has introduced a bill into Congress giving a complete form of civil government to the Philippines, to begin Jan. 1, 1904, with a governor appointed by the President, a Legislature of two houses, and with two Philippine commissioners to represent the Filipino people at Washington. In framing a form of civil government for the Philippines, Mr. Cooper follows recommendations of the Philippine commission. Section 5 continues the authority of the commission until Jan. 1, 1904, at which time the new civil government is to come into existence. The upper branch of the Legislature is called the council, and is to consist of five native Filipinos appointed by the President. The lower house is called the house of delegates and consists of thirty members elected every two years by vote of the Philippine people. The qualifications of voters are that they shall be over twenty-one years old, shall be able to read and write Spanish or English, shall possess taxable property and shall have resided for one year in the islands.

* * *

The popular opinion that has prevailed since the war with Spain, crediting England with preventing European interference, is now called into question. M. Hanotaux, who was the French minister for foreign affairs at that time, is now authority for the curious statement that it was not England, but Russia, to whose friendly offices the United States was indebted for being allowed a free hand. According to M. Hanotaux, Austria proposed to France a collective mediation of European powers between Spain and the United States. France gave a conditional acceptance, saying in substance that, if the other powers joined, she would not hold aloof. The British reply, M. Hanotaux avers, was almost identical with that of France: but Russia met the proposal with so absolute a refusal that the whole scheme was abandoned. No denial or evidence to disprove this has yet appeared.

* * *

The situation in South America, so far as the quarrel between Chili and the Argentine Republic is concerned, cleared rather unexpectedly on Christmas day, by the signing of a new protocol between the two Powers, by which they agree to take their troops and police out of the zone of disputed territory, and to arbitrate the newer as well as the older points at issue. But it is ob-



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served that neither Power has stopped its preparations for war, and that there is no abatement of the far fever among the Argentine people. As to Venezuela, its troubles thicken. The revolution against the Castro government has broken out afresh; and to the threatening attitude of Germany is added a fresh menace in the shape of a claim pushed by France for an act of injustice to a French citizen. The United States is assembling a formidable fleet in neighboring waters, obviously in readiness for emergencies.

The British war office is evidently determined to wear the Boers out, whatever the cost. The difficulty of securing enlistments, will probably be met with drafting. Friends of Joseph Chamberlain are confident that he will not change the policy of the South African war, but will set his face sternly against a revival of peace negotiations. They credit him with the determination to continue the military campaign until every Boer in arms is a prisoner, and assert that he will not follow Lord Rosebery's advice and allow himself to be drawn into negotiations with Kruger.

There is an unexpected hitch in the arrangements for the sale of the Danish West Indies to the United States. The negotiations had progressed so far that it was expected that a treaty providing for the purchase of the islands would be laid before the senate soon after the holidays. But there are demonstrations of popular opposition in the islands themselves, which may be spontaneous, and may be manipulated for a purpose; and there are also protests in Denmark against the cession of the islands, at least without a plebiscite, of such a character that, the Danish government is seeking to re-open the question.

When King Edward opens parliament Jan. 16, which will be an occasion of even greater pomp and ceremony than was his last appearance in the House of Lords, one of the most interesting sessions of recent years will be begun. Before its conclusion the whole status of the Liberal party is likely to be altered and Lord Rosebery's future determined.

Germany's widespread industrial depression and its influence upon the labor market is increasing with the advance of the winter. The new German tariff bill derives its immediate importance from its bearings upon the industrial problem. German opinion assigns to the uncertainty as to this measure a large share of the universal depression.

Signor Marconi has announced at St. John's, N. F., what is held by many to be the most wonderful scientific achievement of modern times, the receiving of electric signals across the Atlantic Ocean from his station in Cornwall, England. He explains that before leaving England he had made his plans for accomplishing this result,

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for, while his primary object was to communicate with ocean liners in mid-ocean, he also hoped to succeed in sending a message by wireless telegraphy across the Atlantic. M. L. Pupin, professor of electrical mechanics at Columbia University, said, speaking of this announcement of Marconi's, that he fully believed the Italian scientist succeeded in signaling between the coasts of Newfoundland and Cornwall, England, by his system of wireless telegraphy. Continuing, the professor said: "The signals were very faint, as I read in the reports, but that has little to do with it. The distance, which is about 1,800 miles between these two points, was overcome, and further development of the sending instruments is all that is required."

* * *

SWITZERLAND'S CATHOLIC PRESIDENT.

In Switzerland, Dr. Joseph Zemp, of Lucerne, vice-president of the Federal Council, has been elected pres-



DR. JOSEPH ZEMP.

ident of the Swiss Confederation for 1902. Dr. Zemp is a Catholic Conservative.

Dr. Zemp was born in 1834 in the Canton of Lucerne. He studied law in Munich and Heidelberg and on his return to Switzerland became well known as an advocate. Though he was a prominent member of the Lucerne Council from 1863 onward he did not enter the National Federation Council until 1891, but his reputation was such that he was chosen for the presidency in 1895, the post to which he has been again elected.

Under the Swiss Constitution the vice-president of the Federal Council, the executive authority, consisting of seven members of the Federal Assembly, is usually elected to succeed the outgoing president of the Confederation. The term of office is one year, the holder not being re-eligible until the expiration of another year.

* * *

Church and School Affairs.

Deaths During the Month.

PRIESTS:—Rev. P. E. Mesnil, of the archdiocese of New Orleans; Rev. Owen Kiernan, diocese of Providence;

Rev. C. Keonig, diocese of Belleville; Rev. M. J. Stanton, diocese of Kingston; Rev. Nicholas Gibbons, of the diocese of Buffalo; Rev. James Leary, diocese of Rochester; Rev. M. J. Fournier, diocese of Syracuse; Rev. Caesar Keiran, O. F. M.; Rev. Theodore French, Rev. L. E. Nicollet, S. J.; Rev. Sydney Clarkson, O. P.; Rev. W. P. Quinn, of the diocese of Syracuse; Rev. E. F. Schmitz, C. S. Sp.; Brother Pascal, Franciscan Order, Patterson, N. J.

SISTERS:—Mother Ananie Sere, R. S. II., Academy of Sacred Heart, Detroit, Mich.; Sister M. Victoria, of the Sisters of Holy Cross; Sister M. Antonia, of the Sisters of Mercy, Arkansas; Sister Mary St. Philomena, Sisters of Good Shepherd, Chicago; Sister Mary Helena, St. Cecilia's Academy, Scranton, Pa.; Sister M. Cunegunda, Benedictine Order, Alleghany, Pa.; Sister Mary of St. Anselm, Convent Good Shepherd, Philadelphia, Pa.

May their souls and the souls of all the faithful departed rest in peace.

* * *

THE SACRED COLLEGE OF THE VATICAN.

The Sacred College commences the new year with sixty-six members, being an increase of ten in the last twelve months. Only two Cardinals, Galeati and Cassajares y Azara, died during the year 1901. The mortality in the last year was much below the average.

Of the living cardinals forty are Italians and twenty-six of other nationalities. Twelve of the forty Italians are known to be pronounced partisans of Cardinal Rampolla, the papal Secretary of State, and about the same number are pledged to Cardinal Serafino Vanutelli. These two are about the only so-called papable cardinals who oppose what may be described as the actual party.

* * *

A STUDENT HONORED.

The American Catholic Historical society of Philadelphia some months ago offered a prize of one hundred dollars for the best essay on a subject bearing upon the history of the Catholic Church in America. The contest was open to students in Catholic seminaries, colleges, academies and high schools in the United States, Canada and Mexico. The essay was to be based on original research and at least 17,500 words in length. The prize essay was that written by Miss Pauline Lancaster Peyton, a pupil of St. Mary's academy, Notre Dame, Ind., and was entitled,

"Pierre Gibault, Priest and Patriot." The one hundred dollars and the letter of notification reached the successful competitor Dec. 18, just as she was leaving for the Christmas holidays.

* * *

The mandamus suit to prevent the reading of the Bible, singing hymns, or offering prayer in the public schools in Nebraska has reached the Supreme court on appeal, and is expected to be argued at an early day. The plaintiff is Daniel Freeman of Gage county, and the defendants the directors of School District No. 2. For three years Mr. Freeman has made an energetic but unsuccessful fight against the use of the Bible in this school. One of the significant statements in the answer on behalf of the school district is that Leon Czolgosz repudiated the Bible and blasphemed the hymns sung in the school, and which were among the favorites of William McKinley.

* * *

The new St. Rose school, Columbus, O., will be a handsome and commodious structure, 59 by 35 feet, red pressed brick front, and containing all modern improvements. The rooms will be well-lighted and perfectly ventilated, having single desks for 200 pupils. The cost of the new building is estimated at \$10,000, exclusive of the interior furnishings.

* * *

A case of smallpox was discovered recently at St. Vincent's orphan asylum near Green Bay, the victim being a little girl about 8 years of age. The institution was at once closed to visitors and the place fumigated. The asylum now shelters 200 homeless children, all of whom were exposed to the disease. The entire number of children and sisters at the asylum were vaccinated and will not be allowed to leave the place until the quarantine has been raised.

* * *

A boiler explosion in the basement under the chapel of the Sacred Heart Institute, Duluth, Minn., New Year's eve, resulted in a loss of several thousand dollars in property and imperilled the lives of seventy persons. Benediction was in progress in the chapel, Bishop McGolrick officiating, when the explosion occurred. The whole structure was completely shattered. Fortunately, no one was seriously injured. The wainscoting of the chapel took fire, but the blaze was promptly extinguished.

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The convent of St. Ann, attached to St. Joseph's French Catholic church, Cohoes, N. Y., together with the convent school, the Sacred Heart College, taught by Christian Brothers, and the gymnasium hall were burned New Year's eve, entailing a loss of between \$50,000 and \$70,000. The buildings were situated on Lancaster street. No one was injured.

It is reported that the Seminary of the Sacred Heart at Chicago is to establish a college at Lake Forest. Such a report is authenticated by the recording of a transfer to the seminary from John M. Roach of Chicago for forty-six and one-half acres of land on the east side of the Chicago & Northwestern railroad.

Bishop Trobec officiated New Year's day at the dedication of the New parochial school at Eden Valley, Minn. At the dedication exercises two sermons were delivered in German and the other in English and in the evening he delivered a lecture in the new building in English on "Education."

On the afternoon of Sunday, Dec. 29, the pupils of the Cathedral Sunday School, Boston, offered their annual Christmas greeting to the Most Reverend Archbishop. This Sunday School, which now numbers over 1,200 children, is in charge of the Rev. F. X. Dolan, D. D., and is one of the most successful in the country. The teachers are Sisters of Notre Dame, assisted by young ladies of the cathedral congregation.

On Jan. 4, Sister M. Lucy of the Mercy Order celebrated her golden jubilee at St. Patrick's Convent, New Haven, Conn. She was born in Providence, R. I., seventy years ago, and her name in the world was Elizabeth Lyons.

A fire broke out recently in St. Joseph's protectory, Morristown, Pa., in which there were twenty-one Sisters and 138 inmates. The fire was confined to the roof of the main building. All the inmates and Sisters escaped harm. The loss is \$20,000, covered by insurance.

The results of the preliminary examination for admission to the Catholic High School, Chicago, were announced Friday, Jan. 3. This examination embraced history and geography and is intended for pupils of private schools who desire to enter the final examinations held in June. There were ninety-seven candidates from the parochial schools of the city. Of these eighty-five passed, nine are entitled to a re-examination, and three failed.

Father Barnum, S. J., has prepared a grammar of the Eskimo language, which will shortly be published by Ginn & Co. The author had the opportunity of making a careful study of the language during years of missionary labor in Alaska.

Rev. Dr. Edward McSweeney of Mt. St. Mary's College, Emmitsburg, Md., is engaged in writing a history of the National Catholic Total Abstinence Union of America. The history will be an exhaustive one, and Dr. McSweeney is sparing neither time nor effort to make it in every respect authentic.

Bishops McFaul and Messmer are delighted with the outcome of the Cincinnati meeting, where the American Federation of Catholic Societies was effected. A good many pitfalls had to be avoided. Some of the lay leaders are already mapping out work for the Federation. This work consists of education upon the subject of public schools.

The Catholic Teachers' Association of the western section held its eighth meeting on Dec. 29 in Holy Trinity school hall. The meeting was presided over by Mr. Hoehrschemeyer, and addresses were delivered by Rev. F. J. Holweck, Dr. J. H. Schiermann and Mr. Thull. Seventeen priests and fourteen teachers were present.

The new Convent of Our Lady of Mercy, Milwaukee, was dedicated Christmas week by Rev. H. F. Fairbanks. The sermon was delivered by Rev. James Ryan of St. Francis Seminary.

A committee of gentlemen has undertaken to lift the indebtedness against the House of Good Shepherd in Milwaukee. The progress so far made is said to be beyond the expectations of those having the matter in hand.

The Sisters of the Precious Blood, whose mother-house at Maria Stein, O., have purchased for \$30,000 the famous German Sanitarium at Rome City, Ind.

The beautiful new convent of the Sisters of Charity of the Blessed Virgin Mary, on May street, Chicago, has been completely finished and is now occupied by the Sisters.

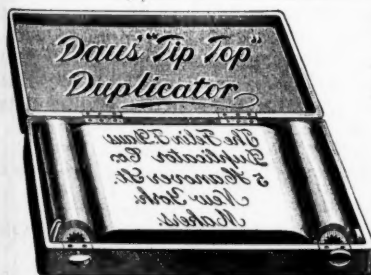
Eight priests and students of Holy Ghost College, Pittsburg, Pa., have taken out citizenship papers. Seven of them came from Ireland and one from Germany. Two of them took out their first papers.

Rev. Henry G. Ganss, rector of St. Patrick's Church, Carlisle, Pa., and chancellor of the Harrisburg diocese, has received the post of financial agent of the Catholic Indian schools. The appointment went into effect Jan. 6. Father Ganss' headquarters are at Washington, whence he will direct the temporalities of the Catholic mission schools. His successor at Carlisle is the Rev. Lawrence Deering of Philadelphia.

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erected on the ground, and numerous other improvements made. The Sisters will not build the wall because they wish to be shut off from the rest of the world, but they wish the convent to be indestructible, and prefer stone to ordinary fencing for this reason.

* * *

IRISH QUESTION TO THE FORE.

The leaders of the Irish Nationalist party have decided to raise the whole Irish question again by offering an amendment in reply to the address to the King's speech from the throne on the opening of Parliament. This amendment will call attention to the manner in which the rights of free speech and public meeting are being suppressed in Ireland by administrative orders and even without that formality.

The situation in Ireland is undoubtedly much more serious than can be judged from the reports in the British newspapers and in a good many districts it curiously resembles the state of affairs in the old days of the land league agitation.

The United Irish league is supreme over wide areas and the King's writ scarcely runs, but up to the present there has been remarkable immunity from serious crime, which is explained by the anti-Nationalists as being due to the fact that the people are terrorized by the league.

Most people who have studied the present phase of the Irish situation believe that this immunity will not be enjoyed much longer.



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